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ABSTRACT

This curriculum contains three one-semester courses for use in home economics classes in Idaho. The nutrition and foods course is designed to address nutrition and personal life-style. Content emphasis is on food preparation techniques, meal management skills, consumer skills, the impact of nutrition on our lives, and career options in nutrition and related fields. The parenting and child development course is designed to address parenting skills and choices. Content emphasis is on parenting decisions, stages in child development, relationships within families, appropriate family coping strategies, evaluation of child care services, and careers in child development and parenting-related areas. The apparel and housing course is designed as a single-semester course that incorporates much of the subject matter that was previously addressed in two separate semester-length offerings in clothing and housing. The course covers apparel and housing decisions made by individuals and families. Emphasis is on skills in planning, acquiring, and maintaining apparel and housing, application of art principles, and use of related equipment. Hands-on experiences are provided in both apparel and housing. Each course contains a course description, scope and sequence, course outline, competency with related subcompetency, suggested learning experiences, and resources. (KC)

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Voc. Ed. #228

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HOME ECONOMICS

ED284045

Nutrition and Foods

Apparel and Housing

Parenting and Child Development

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Curriculum Guides

Semester Length Courses
Grades 10-12

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Idaho State Division of Vocational Education
Vocational Home Economics, 1987

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HOME ECONOMICS

Nutrition and Foods

Apparel and Housing

Parenting and Child Development

Curriculum Guides for
Semester Length Courses
offered for grades 10-12

Sponsored by the
State Division of Vocational Education
Boise, Idaho

Emma M. Gebo
Idaho State University
Project Director

Ann L. Stephens
State Supervisor
Vocational Home Economics

June, 1987

ACKNOWLEDGEMENTS:

The Idaho curriculum guides for semester length home economics course offerings have been cooperatively developed by a team of teachers, teacher educators, and the state supervisor for vocational home economics. The development was carried out as a part of a curriculum development grant submitted to the State Division of Vocational Education by the Project Director. The individuals listed below have worked diligently to prepare the guides utilizing the input of students, former students, home economics teachers, and community representatives. Appreciation is expressed to the writing team members and the other supporting teachers who held community meetings to obtain suggestions. We appreciate the input and concerns shared by the many Idaho residents who were approached about curriculum direction.

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home economics

ideal home life for today
unhampered by the traditions of the past.

utilization of all resources of modern science
to improve the home life.

freedom of the home from the dominance of things
and their due subordination to ideals.

simplicity in material surroundings
which will most free the spirit
for the more important and permanent interests
of the home and of society.

Ellen H. Richards 1904

The home economics "creed" written in 1904 by Ellen H. Richards is as applicable today as it was at that time. Ellen H. Richards is recognized as the "founder" of home economics. She was the first woman to graduate from the Massachusetts Institute of Technology and the first president of the American Home Economics Association.

INTRODUCTION
to the
IDAHO HOME ECONOMICS CURRICULUM GUIDES

Home economics knowledge is presented to Idaho secondary school students through a carefully planned curriculum designed to meet the needs and interests of the students. The intent of all home economics curricular offerings at the secondary level is to help the individual obtain information needed to make decisions using problem solving techniques in developing skills for life. Future work and family roles of the student, societal changes, and technological developments impact upon the skills needed by individuals and families.

The home economics curriculum has been designed so that a student can enroll in courses while a student in either the junior or senior high school. Curricular offerings include both year-long and semester length courses. This provides flexibility in offerings and increases student access to the program. There are no prerequisites required for any of the home economics courses offered at the junior or senior high school level.

TEEN LIVING was designed, in 1984-85, as a year-long comprehensive home economics course targeted to meet the needs of the junior high student who is a participatory member in a home/family setting with both home and work (school) responsibilities. The course is offered only on a year-long basis with student enrollment open to one or both semesters. The course content cannot be compressed into a single semester offering.

ADULT LIVING was designed, in 1984-85, as a year-long comprehensive home economics course. The focus of this course is on the needs and interests of senior high aged students who are preparing for and assuming leadership roles in a home/family setting. Emphasis is placed on the dual role of homemaker and wage-earner and the necessity for coordinating work and family life. The course is offered only on a year-long basis with student enrollment open to one or both semesters. The course content cannot be compressed into a single semester offering.

Students enrolling in either **TEEN LIVING** or **ADULT LIVING** and the approved semester length or occupational home economics courses as offered in a State Division of Vocational Education approved vocational home economics program, during the 9th through 12th grades, will receive credit which can be applied as "practical arts" credit to meet the Idaho High School Graduation requirements.

Secondary school students may enroll in semester length home economics courses which provide an indepth focus on a particular subject matter area. The guides provided as a part of this publication provide curricular guidelines for three approved semester length courses: **Nutrition and Foods**, **Parenting and Child Development**, and **Apparel and Housing**. Each area is addressed in a comprehensive guide which includes a statement of rationale for the semester length offering; the focus of the course; student competencies and sub competencies; suggested learning experiences; and appropriate resources.

Home economics content reinforces the math, communications, and science concepts taught elsewhere in the elementary and secondary curriculum. The reinforcement most frequently results through application of these basic skills to home economics concepts. Leadership skills are developed through the cocurricular introduction of Future Homemakers of America in the home economics classroom and program.

The learning experiences suggested, as a part of this guide for the three semester length courses, are identified as addressing mathematics, reading, writing, science, leadership, critical thinking, oral communication, or consumer skills. The skill areas are identified by a system of symbols noted just prior to the learning experience. The symbols are:

 # Mathematics
*** Reading**
! Writing
% Science
& Leadership
? Critical thinking
O Oral communication
$ Consumer

The curriculum writers have identified a variety of references and resources to be utilized in the preparation for and teaching of the semester length courses. Recommended texts are identified in the bibliography. The writers have endeavored to utilize a limited number of sources to facilitate implementation of the curriculum.

The **Nutrition and Foods** course is designed to address nutrition and personal lifestyle. Content emphasis is on food preparation techniques, meal management skills, consumer skills, the impact of nutrition on our lives, and career options in nutrition and related fields.

The **Parenting and Child Development** course is designed to address parenting skills and choices. Content emphasis is on parenting decisions, stages in child development, relationships within families, appropriate family coping strategies, evaluation of child care services, and careers in child development and parenting related areas.

The **Apparel and Housing** course is designed as a single semester length course that incorporates much of the subject matter that has previously been addressed in two separate semester length offerings in clothing and housing. The course is designed to address apparel and housing decisions made by individuals and families. Emphasis is on skills in planning, acquiring, and maintaining apparel and housing, application of art principles, and use of related equipment. "Hands-on" experiences are provided in both apparel and housing.

The approved Idaho Vocational Consumer and Homemaking program includes **TEEN LIVING,** and **ADULT LIVING** as year-long courses and **Nutrition and Foods, Parenting and Child Development,** and **Apparel and Housing** as semester offerings. **Personal and Career Development** and **Clothing Construction** may be offered, as needed, with prior approval from the State Division of Vocational Education.

The approved Idaho Occupational Home Economics program includes year-long courses directed at specific home economics related occupations. Guides for the Occupational Home Economics program are provided in a separate publication. (Voc. Ed. #229)

School districts may offer other courses in home economics. If these courses differ in content and scope from those identified and approved as meeting Idaho home economics curriculum standards the courses will be offered at local district expense.

A complete schematic of approved Idaho vocational home economics offerings is provided on the next page. The page may be reproduced as an aid in explaining the program to school administrators, school boards, parents, and advisory committee members. Following the schematic is a sheet which provides approved course descriptions for **TEEN LIVING, ADULT LIVING, Nutrition and Foods, Apparel and Housing, Parenting and Child Development, Occupational Child Care Service,** and **Occupational Food Service.** These course descriptions should be utilized in the preparation of program flyers, brochures, or school handbooks where appropriate and feasible.

Home Economics 7th Grade 9-18 weeks	← Not funded by State Division of Vocational Education →	Home Economics 8th Grade 18-36 weeks

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Secondary
Vocational Home Economics Education

TEEN LIVING
for the 9th grade*
2 semesters
*can include 8th graders

ADULT LIVING
for grades 10-12
2 semesters

Semester length courses, Grades 10-12*
Nutrition and Foods
Apparel and Housing
Parenting and Child Development

Occupational Home Economics
Grade 12 Single or Multi-Area
In-School or Cooperative Program 1 year

Enrollment in Home Economics is open. There are no prerequisites.

Consumer Homemaking and Occupational Home Economics Programs approved by the State Board of Education, grades 9-12, meet the Practical Arts substitution requirement for graduation, May 1985.

*Personal and Career Development and Clothing Construction may be offered as semester courses, as needed, with prior approval from the State Office.

IDAHO
Vocational Home Economics

Recommended Course Descriptions

Teen Living: Two semesters. Students may register for one or both. 9th grade. Focus is on the teen as a participating and contributing member of the family. First semester emphasis: personal and family goals; managing one's own money; nutrition and family meal preparation; child development and related wage earning skills; and interaction between family and work. Second semester: how family affects work/school; personal clothing needs; basic sewing skills; personal and shared space; interpersonal family and peer relationships; and the role of the teen in helping to maintain and manage the home.

Adult Living: Two semesters, senior high, no prerequisite. Students may register for one or both. Focus is on the knowledge and skills necessary for fulfilling leadership roles in individual and family life. First semester emphasis: balancing work life and family life; interpersonal and family relationships, lifestyles, effective communication strategies; decision making in managing financial resources; nutrition and food management and preparation; and career opportunities related to emphasis topics. Second semester: effects of family on work and lifestyles; family roles within the lifecycle; parenting issues and concerns; personal and family textile managmeent; housing decisions, furnishings, and management techniques; and transferability of home and family skills to the workplace.

Nutrition and Foods: A semester length class addressing nutrition and personal lifestyle that emphasizes food preparation techniques, meal management skills, consumer skills, the impact of nutrition on our lives, and career options in nutrition and related fields. Nutrition and food decisions made at all ages affect personal fitness.

Parenting and Child Development: A semester length course in which parenting skills and choices are explored. Emphasis is on parenting decisions, stages in child development, relationships within families, appropriate family coping strategies, evaluation of child care services, and careers in child development and parenting related areas.

Apparel and Housing: A semester length course in which apparel and housing decisions are explored. Emphasis is on skills in planning, acquiring, and maintaining apparel and housing, application of art principles, and use of related equipment. "Hands-on" experiences in both apparel and housing.

Occupational Food Service: A year-long, 2 hour/2 unit, course in professional food preparation with practical applications emphasizing: career opportunities, reinforced basic skills, sanitation and safety, use of commercial equipment, industrial food preparation, business management, service techniques and employability skills.

Occupational Child Care Service: A year-long, 2 hour/2 unit, course that prepares students to work with children in occupational settings. Classroom learnings emphasize employability skills, child development, care-giving techniques, and management skills. Work-site experiences provide opportunities to observe, plan, and direct activities for children.

Voc. Ed. #228

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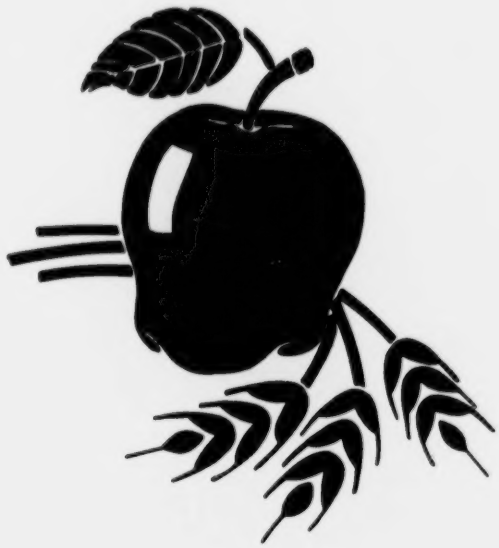
HOME ECONOMICS

Nutrition and Foods



Curriculum Guide
Semester Length Course
Grades 10-12

Idaho State Division of Vocational Education
Vocational Home Economics, 1987

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NUTRITION AND FOODS

RATIONALE: Because food plays a major role in our lives and has social and cultural meaning, it is important to understand the impact of food on the individual and the family. There is an increasing need to improve the nutritional well-being of individuals throughout the life cycle. An additional concern is the management of available resources and food preparation skills in relation to changing lifestyles and technology. This curriculum emphasizes food preparation techniques, meal management skills, consumer skills, the impact of nutrition on our lives, and career options in nutrition and related fields.

The focus is on the student as a consumer and homemaker. The student should be able to:

* Recognize the economic psychological, social, and cultural influences of food choices and eating habits.
* Evaluate the impact of changing lifestyles and technology on food choices and resources.
* Describe the relationship of nutrition to fitness and wellness.
* Apply nutrition principles to special dietary concerns throughout the changing lifecycle.
* Utilize critical thinking and decision making skills in the selection of foods related services and equipment.
* Develop management skills in meal planning and food preparation skills.
* Explore food industry careers.

Course description: A semester length class addressing nutrition and personal lifestyle, that emphasizes food preparation techniques, meal management skills, consumer skills, the impact of nutrition on our lives, and career options in nutrition and related fields. Nutrition and food decisions made at all ages affect personal fitness.

Scope and Sequence

Unit	Time	Topics
Influences on Food Choices and Habits	1 week	A. Psychological, social and cultural factors B. Personal food choices
Changes Affecting Food Choices and Resources		A. Lifestyle impacts B. Technological impact
Nutrition, Fitness and Wellness	6 weeks	A. Nutrition and quality of life B. Nutritional wellness
Nutrition in the Lifecycle		A. Pregnancy and lactation B. Infancy, childhood and adolescence C. The maturing adult
Selecting Foods, Equipment and Related Services	2 weeks	A. Buying food B. Purchasing equipment C. Food delivery systems
Food Handling and Equipment Use	2 weeks	A. Safety and sanitation B. Use of tools and equipment
Meal Planning and Food Preparation	5 weeks	A. Meal management B. Enjoyment and creativity in meal preparation C. Provide maximum nutritional benefit
Careers in Foods and Nutrition	1 week	A. Foods and nutrition related careers B. Transferable job skills

COURSE OUTLINE

I. Influences on Food Choices and Habits

A. Recognize psychological, social, and cultural factors influencing food choices.
1. Identify reasons for eating.
2. Explain the reasons for differences in food customs among various cultures.

B. Analyze factors that influence personal food choices.
1. Describe the personal factors that affect food choice.
2. Explain economic factors that affect food choice.

II. Changes Affecting Food Choices and Resources

A. Discuss the effect of changing lifestyles on food choices.
1. Relate the effect of family structure and schedules on food choices.
2. Discuss life cycle factors that affect food choices.
3. Assess the impact of various individual and family schedules on food choices.

B. Recognize the influence of new technology on food choices.
1. Evaluate the benefits and limitations of technology on meal planning and preparation.
2. Investigate convenience and manufactured foods currently on the market.

III. Nutrition, Fitness, and Wellness

A. Recognize the relationship of nutrition to quality living.
1. Define the basic nutrients and their function in the body.
2. Identify the best food sources of each nutrient.
3. Discuss the effects of using too little or too much of nutrients.
4. Appraise current nutritional controversies.

B. Analyze the components of nutritional wellness.
1. List factors contributing to fitness and wellness.
2. Explain the relationship between nutrition and appearance.
3. Determine recommended body weight and explore ways to achieve and maintain it.
4. Recognize the role of nutrition in weight control.
5. Develop an awareness of eating disorders.

IV. Nutrition in the Life Cycle

A. Explain the special dietary needs of pregnancy and lactation.
   1. Identify nutritional needs of pregnancy and lactation.
   2. Determine the affects of detrimental food and health habits during pregnancy and lactation.

B. Analyze the special needs of infancy, childhood and adolescence.
   1. Trace nutritional needs from toddlerhood through adolescence.
   2. Relate nutrition to the athlete.

C. Explore nutrition and the aging adult.
   1. Discuss nutrition needs in terms of maintenance.
   2. Recongnize the changing nutritional needs of the mature and elderly adult.

V. Selecting Foods, Equipment, and Related Services

A. Develop food buying techniques.
   1. Evaluate food advertisements.
   2. Demonstrate shopping skills.
   3. Compare cost, convenience & quality of prepared foods.

B. Develop equipment purchasing skills.
   1. Evaluate use and quality of kitchen appliances.
   2. Examine rights and responsibilities of a consumer.

C. Evaluate food delivery systems.
   1. Identify various food outlets.
   2. Compare services, prices, quality, and nutritional adequacy.
   3. Contrast nutritional adequacy.

VI. Food Handling and Equipment Use

A. Practice safe and sanitary techniques.
   1. Identify safety practices to prevent accidents in the kitchen.
   2. Explain the relationship between cleanliness and food borne illness.
   3. Demonstrate appropriate food handling and storage practices.

B. Utilize a variety of basic tools and equipment.
   1. Recognize the name and function of a variety of food preparation tools.
   2. Identify common cooking terms and procedures.
   3. Perform acceptable measuring techniques.
   4. Demonstrate the effective use of recipes.

VII. Meal Planning and Food Preparation

A. Organize and simplify meal preparation.
   1. Identify the elements of effective meal planning.
   2. Demonstrate conservation in the kitchen.
   3. Apply nutrition principles to meal planning.

B. Develop skills to enhance enjoyment and creativity in meal preparation.
   1. Select appropriate styles of meal service
   2. Demonstrate proper table manners.
   3. Recognize and prepare typical foods served around the world.
   4. Compare the characteristic foods of regional cooking.
   5. Recognize and prepare quick, one dish meals.
   6. Apply skills to cook creatively on a budget.

C. Develop selection, storage, and preparation skills to gain maximum nutritional benefit.
   1. Identify methods of proper food storage.
   2. Demonstrate preparation techniques for the various food groups.

VIII. Careers in Foods and Nutrition

A. Investigate careers in foods and nutrition.
   1. Identify career opportunities.
   2. Recognize kinds of entry-level jobs available.

B. Explore transferable job skills.
   1. Identify skills in the foods area that can be applied to work.
   2. Identify work skills that can be applied to the home.

Course description: A semester length class addressing nutrition and personal lifestyle, that emphasizes food preparation techniques, meal management skills, consumer skills, the impact of nutrition on our lives, and career options in nutrition and related fields. Nutrition and food decisions made at all ages affect personal fitness.

Scope and Sequence

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TOPIC: Psychological, Social and Cultural Factors

Competency: I.A. Recognize psychological, social and cultural factors influencing food choices

Sub-competency		Suggested Learning Experiences	Resources
I.A.1. Identify reasons for eating.		Brainstorm reasons for eating. List factors influencing foods habits.	
	*	Read about food choices.	Text: Food Today, Kowtaluk & Kopan, Chapt. 1, pp. 2-14.
	?	Review Maslow's Hierarchy of Needs and relate to daily life.	Dimensions of Life, pp. 18-22
I.A.2. Explain the reasons for differences in food customs among various cultures.		Panel composed of persons (exchange students) of various cultural backgrounds.	
	!	Reports on cultural food habits.	
	0	Invite foreign language instructor/ students to share information about culture and food patterns in respective countries.	
		Prepare and taste foods from various cultures.	
	0	Discuss impact of world food.	Food for Today
	?	Complete "Global Connections" in	Student Activity Guide
	!	Student Activity Guide.	pp. 139-142

UNIT: I. Influences on Food Choices and Habits NUTRITION AND FOODS

TOPIC: Personal Food Choices

Competency: I.B. Analyze factors that influence personal food choices

Sub-competency		Suggested Learning Experiences	Resources
I.B.1. Describe the personal factors that affect food choices.	!	Complete student activities: "Charting Your Choices" and "Likes and Dislikes."	Food for Today, Student Activity Guide, p. 7 and 9
		List and discuss foods most class members have never eaten. Have samples of 1 or 2 unfamiliar foods available for students to taste.	Teacher's Manual, p. 26, #2 Ohio Guide, FN, p. 3
I.B.2. Explain economic factors that affect food choices.	# $	Given a grocery list, newspaper advertisements, supplemental price/cost lists, and other essential information, calculate the cost of obtaining the groceries.	Ohio Guide, FN p. 157
	? $	Compare costs and discuss factors that affect food costs.	
	?	Brainstorm and discuss factors affecting amount of money families or individuals spend on food.	Ohio Guide, FN p. 159

TOPIC: Lifestyle Impacts

Competency: II.A. Discuss the effect of changing lifestyles on food choices

Sub-competency		Suggested Learning Experiences	Resources
II.A.1. Relate the effect of family structure and schedules on food choices.		Compile a list of family structures.	Dimensions of Life, pp. 127-128
	*	Describe types of family structures on 3x5 cards. Students randomly	
	?	select a situation and working in pairs describe possible food choices and resulting eating patterns.	
	?	Analyze family structures presented by TV shows and identify possible eating patterns.	
II.A.2. Discuss lifecycle factors that affect food choices.	!	Write a paragraph describing food	
	?	choices now as compared with food choices in five or ten years and identify lifecycle influences on those choices.	
	0	Interview on tape or provide a written report of the food choices	
	?	of a senior citizen, a preschool	
	!	child, a young parent, a single career-oriented person, an empty-nester, a dual-career family. Compare their food choices to their lifecycle (use newsprint, overheads, etc. to aid discussion). How have they altered their eating habits as a result of their lifestyle.	

TOPIC: Technological Impact

Competency: II.B. Recognize the influence of new technology on food choices

Sub-competency		Suggested Learning Experiences	Resources
II.B.1. Evaluate the benefits and limitations of technology on meal planning and preparation.	*	Read about technology and the impact of food choices.	Text, Chapt. 16, pp. 240-251 Extension pamphlets Newspaper Current periodicals
		Invite Extension agent or food supplier to discuss impact of current and future technology on food choices. Request that samples be provided.	
		Listen to mini lecture on benefits and limitations of microwave cooking. Survey class on microwave use in their homes.	Chapt. 16, pp. 240-251
	%	Lab: Experimenting with microwave cooking. Compare food cooked in microwave to that prepared by conventional methods.	Student Activity Guide, p. 69, Part A, and p. 70, Part B Teacher's Resource Book, pp. 85-88
II.B.2. Investigate convenience and manufactured foods currently on the market.	? # $	Field trip to grocery store to explore new products. Ask the grocer to explain new products. Report findings and analyze based on cost, availability and appeal.	
	%	Lab: Test several new convenience foods in microwave or conventional range and evaluate.	

TOPIC: Nutrition and the Quality of Life

Competency: III.A. Recognize the relationship of nutrition to quality living

Sub-competency		Suggested Learning Experiences	Resources
III.A.1. Define the basic nutrients and their function in the body.		Nutrition pre-test.	Ohio Guide, FN, p. 7
	*	Read about nutrition and health. Determine your health score. Discuss nutrition teamwork and the major functions of nutrients in the body.	Text, Chapt. 3, pp. 30-35, 66. Student Activity Guide, p. 24 Teacher's Resource Book, pp. 27-28
	*	Read about nutrients.	Text, Chapt. 4, pp. 37-54
	%	Using "Know Your Nutrient" chart, discuss the basic nutrients and their functions and sources or have students develop similar charts from resources.	Teacher's Resource Book, pp. 28-34
	!	In small groups create ads to sell various nutrients.	Ohio Guide, FN p. 12
	#	Assign students to keep a three day food diary including food eaten, amount, when eaten, with whom, where and why. Using computer, analyze diets for nutritional adequacy.	Software Suggested: Idaho Diet Analysis Eat for Health Eat Smart Grab a Byte
III.A.2. Identify the best food choices of each nutrient.		Referring to nutrient charts developed earlier review best food choices for each nutrient.	
	?	Given pictures of food: 1) rate them as high, medium or low nutritive value and 2) identify chief nutrients.	Ohio Guide, FN, p. 4
	?	In small groups analyze food labels for specific nutrients.	Text Teacher's Manual, p. 31, #1

TOPIC: Nutrition and the Quality of Life

Competency: III.A. Recognize the Relationship of Nutrition to Quality Living

Sub-competency		Suggested Learning Experiences	Resources
	*	Review "Dietary Guidelines for Americans.	Text, p. 56 Teacher's Resource Book, pp. 29-34 Student Activity Guide, pp. 28-29 Ohio Guide, p. 16
III.A.3. Discuss the effects of too little or too much of nutrients.	# *	In small groups using resources, define and research RDA's requirements for various age groups.	Ohio Guide, FN p. 12 Text, p. 32
	#	Define nutrient density and discuss how it is determined. Compare nutrient density of various foods.	Ohio Guide, FN p. 13 Food Comparison cards, National Dairy Council Student Activity, p. 30
	%	Using nutrient charts above determine the effects of too much or too little of the major nutrients.	Text Teacher's Resource Book, pp. 29-32
III.A.4. Appraise current nutritional controversies.		Administer pre-test: food facts or fallacies. Add terms such as organic foods, natural foods, food quacks, etc. and discuss.	Ohio Guide, FN pp. 19 & 23 Text, Chapt. 2, pp. 16-26
	* ! 0	Using current magazines, do mini-reports on current food controversies. Share with class.	Health Prevention Readers Digest newspapers magazines
	$? # 0	Visit a health food store. Make a list of items and prices and look for similar items in regular grocery store and compare and report back to the class.	Ohio Guide, FN p. 20 Text p. 27, #4, Explore and Report

TOPIC: Nutritional Wellness

Competency: III.B. Analyze Components of Nutritional Wellness

Sub-competency		Suggested Learning Experiences	Resources
III.B.1. List factors that contribute to fitness and wellness.	* ?	Read for background information on food and well being. Develop a class definition of well-nourished, under-nourished, wellness, fitness, weight control	Text, Chapt. 5, pp. 55-73
	%	Analyze what happens to food in the human body. Discuss: basal metabolism, digestion, absorption. Handout.	Text, p. 67; Teacher's Resource Book, p. 35; Student Activity Guide, p. 25
	0	Discuss factors that contribute to fitness and wellness. Complete "The Fitness Road to Health."	Text; Student Activity Guide, p. 23
	0	Review and discuss "Your Body: An Owner's Manual."	Text, p. 67
III.B.2. Explain the relationship between nutrition and appearance.		Mount pictures on colorful cards depicting: hair, complexion, figure and posture, nails, teeth, personality, emotions, energy, stamina, health	
	? !	As a class, list below each picture which nutrients most affect the characteristic shown and the results of not enough of that nutrient.	

TOPIC: Nutritional Wellness

Competency: III.B. Analyze the Components of Nutritional Wellness

Sub-competency		Suggested Learning Experiences	Resources
	?	Find and mount pictures of people that reflect good health and arrange in a collage.	Text Student Activity Guide, p. 16
III.B.3. Determine recommended body weight and explore ways to achieve and maintain it.		Pre-test "Diet Facts and Fantasies."	Student Activity Guide, p. 33
	# * ! ?	Determine body type and recommended body weight by completing activities in "Its Time You Shaped Up: and "How Did You Shape Up."	"You," National Dairy Council, pp. 4-7
	#	Determine caloric needs for size, sex, age and activity.	"You," p. 12
	? *	Identify ways to lose weight and reduce caloric intake while increasing energy expenditure. Discuss hints and facts on dieting. Guest speaker: Explore the relationship between weight control and exercise.	Text, pp. 96-101 Teacher's Resource Book, p. 43
III.B.4. Recognize role of nutrition in weight control.	? &	As a class develop criteria for judging a weight control program.	Handout on criteria for weight control programs (attached)
	* 0	In pairs, have students report on various popular weight control programs and evaluate according to established criteria. Interview people, read magazines, books, etc.	Ohio Guide, FN pp. 62-65 Text, p. 102
	? 0	Referring back to food diary, discuss and evaluate eating patterns in relation to weight control.	

A Criteria for Judging a Weight Control Program

1. Outside a clinical facility, a diet should include a minimum of 1,000 to 1,200 calories a day.
2. The daily food intake should include a variety of foods to insure adequate nutrition.
3. Beware of programs or diets making special claims for a food/groups of foods.
4. Beware of programs which include special pills and excessive supplements other than a daily vitamin.
5. Exercise should be an integral part of a weight control program.
6. A diet should be concerned with modifying behavior and changing lifestyles.
7. A program should include a support system for the individual dieter.

Mary Echo, R.D.
Idaho State University
1986

TOPIC: Nutritional Wellness

Competency: III.B. Analyze the Components of Nutritional Wellness

Sub-competency		Suggested Learning Experiences	Resources
III.B.5. Develop an awareness of eating disorders.	0	Discuss the desire to conform to an "ideal" body image and how this image has changed over the years.	Text, p. 103 Teacher's Manual, p. 37 #2 Film, "Killing us Softly"
	? !	In small groups buzz to find out what is known about anorexia and bulimia and list results on the board. Ask students to keep track of ads and TV programs that stress "Thin is better" and discuss. View current filmstrips or videos on anorexia and bulimia and other eating disorders.	Ohio Guide, FN p. 71
		Invite guest speaker to discuss current information regarding eating disorders.	Dietitian, psychological counselor, individual with disorder, public health personnel

TOPIC: Pregnancy and Lactation

Competency: IV.A. Explain the special dietary needs of pregnancy and lactation

Sub-competency		Suggested Learning Experiences	Resources
IV.A.1. Identify nutritional needs of pregnancy and lactation.	*	Read about special foods needs.	Text, pp. 106-109
	&	Students prepare bulletin board displays.	Ohio Guide, FN p. 79
	? O	Class discussion on the importance of good nutrition during pregnancy and lactation.	Teacher's Resource Book, p. 44
IV.A.2. Determine the effects of detrimental food and health habits on pregnancy and lactation.	*	Read related literature. View current videos and films on pregnancy.	March of Dimes
		Invite a health professional to speak on the risks of smoking and drug use during pregnancy.	Teacher's manual, p. 39

TOPIC: Infancy, Childhood and Adolescence

Competency: IV.B. Analyze the special needs of infancy, childhood and adolescence

Sub-competency		Suggested Learning Experiences	Resources
IV.B.1. Trace nutritional needs from infancy through adolescence.	*	Read about nutritional needs of infants and children. Answer Chapter checkup questions 1-7.	Text, pp. 110-116 and p. 123
	# ?	Using chart on RDA determine amount of nutrients each of the following needs: a one-year old girl, a six-year old girl, a ten-year old boy, a 13-year old boy, and a 16-year old girl. Compare differences and report to class.	Text, p. 123, #3 of Explore and Report
IV.B.2. Relate nutrition to the athlete.	*	Identify food facts and fallacies about athletics and nutrition.	Text, p. 115
	# * !	Choose one sport you participate in or in which you are interested and identify any special nutritional needs. Devise a list of dietary guidelines that participants should follow.	Text, p. 116
		Find out what types of menus are used in the training program for college, professional or Olympic team athletes.	Teacher's manual, p. 39
	* ! ?	In small groups research carbohydrate loading bulking up protein supplements other supplements steroids weight control for athletes	Nutrition for Sports Success

TOPIC: The Maturing Adult

Competency: IV.C. Explore nutrition and the maturing adult

Sub-competency	Suggested Learning Experiences	Resources
IV.C.1. Discuss nutrition needs in terms of maintenance.	* & Read about nutrition and aging adults.	Text, pp. 116-121 Student Activity Guide, pp. 36-38
	Complete "Fit for Life" and "Hotline to Health."	
	! & ? As a class project, develop a campaign to develop healthy eating habits.	Teacher's Manual, p. 39, #4
IV.C.2. Recognize the changing nutritional needs of the mature and elderly adult.	Guest speaker from senior citizens center or nursing home on "Food Needs for the Elderly."	
	Complete "Stage of Life" sheet.	Student Activity Guide, p. 35
	$ Find out what kind of food assistance program is available in community.	Text, p. 119 Text, p. 123, #1, Explore and Report

UNIT: V. Selecting Foods, Equipment and Related Services

TOPIC: Buying Food

Competency: V.A. Develop food buying techniques

Sub-competency	Suggested Learning Experiences	Resources
V.A.1. Evaluate food advertisements.	0 $? Read about buying food. Peddling Propaganda. Find, mount and explain an ad for food that gives few or no facts.	Text, pp. 161-164 Student Activity Guide, p. 11, Part A
	* $? Search for five statements from food ads that use psychological appeals to attract consumers and promote sales. Explain why they are effective.	Magazines Text, Student Activity Guide, p. 11, Part B. Ohio Guide, FN, p. 122
	? * Select an ad from a newspaper or magazine. Use guidelines to evaluate the ad.	Ohio Guide, FN p. 123-124
V.A.2. Demonstrate shopping skills	$? 0 Rate yourself as a food shopper from a given list of shopping techniques. Discuss the importance of these skills.	Ohio Guide, FN, p. 147 Text, pp. 164-166
	0 Discuss various grocery shopping outlets.	
	$ # Field trip to grocery store. "What's a Bargain?" Compare the prices and quality of different items before purchasing: Different types of meat Different types of brands Different forms of some food	Student Activity Guide, p. 48
	? In groups examine a variety of food labels and list all information a consumer can learn from a food label.	Ohio Guide, FN, pp. 148-149 Text, pp. 166-170
	$? & Take over the family shopping for a period of time after planning with family. Evaluate the experience.	Ohio Guide, FN, p. 149

TOPIC: Buying Food

Competency: V.A. Develop food buying techniques

Sub-competency	Suggested Learning Experiences	Resources
V.A.3. Compare cost, convenience and quality of prepared foods.	* ! Read about price comparisons. Define: brand name, store brand, generic brand.	Text, p. 173
	& # ? $ Lab experience: Select various types of prepared foods of the above brands, i.e., macaroni and cheese, brownies, blueberry muffins, pot pies, vegetables, au gratin potatoes, soup. Prepare each item and compare for cost, convenience, quality, flavor and nutrition.	
	? $ Define convenience foods. Using boxes and samples or a field trip to a grocery store find five examples of each of the following: mixes, fully-cooked foods, baked and frozen foods, ready-to-eat, ready-to-heat and serve foods.	Ohio Guide, FN, p. 152
	# & ? $ Lab experience: Plan and prepare a simple meal using only convenience foods. Compile the cost, time to prepare, energy involved in using.	Ohio Guide, FN, p. 152

TOPIC: Purchasing Equipment

Competency: V.B. Develop equipment purchasing skills

Sub-competency	Suggested Learning Experiences	Resources
V.B.1. Evaluate kitchen equipment and appliances.	* ! Read chapter on kitchen equipment and appliances. Answer chapter checkup.	Text, pp. 140-154 and p. 160
	? Use department equipment and appliances to demonstrate a variety of equipment types. Discuss cost, quality and multiple uses.	Ohio Guide, FN, p. 187 Manufacturer's information on appliances
	$ 0 Lab experience: Assign a different appliance to each kitchen group and have them explain the features and prepare a food item.	
	# ? Students prepare a list of kitchen appliances including tools, cookware and appliances for equipping a first apartment. Obtain a price total by visiting stores, calling, or using catalogs.	Text Teacher's Manual, p. 43
V.B.2. Examine rights and responsibilities of a consumer.	$? From the list of five consumer rights make a list of consumer responsibilities.	Text, Student Activity Guide, p. 50
	$? Food Shopping Scene Twelve ways to be a smart shopper Twelve pet peeves	Text, Student Activity Guide, p. 47

TOPIC: Food Delivery Systems

Competency: V.C. Evaluate food delivery systems

Sub-competency		Suggested Learning Experiences	Resources
V.C.1. Identify various food outlets.	!	List foods eaten in the last 48 hours. Beside each food indicate where you obtained the food (home, restaurant, fast food, delicatessen).	Text, pp. 164-166
	?	Identify types of outlets. List consequences of using each. Relate to nutrition, economy, social life, ethnic food, gourmet by comparing menu.	Ohio Guide, FN, p. 156 Nutritional information from restaurants, grocery stores, etc.
	0 ?	Discuss the long-term consequences of eating out constantly. Compare with eating same foods at home.	
	? $	You and another arrive home and find a note from a parent and $5. Use this money to eat dinner. Brainstorm alternatives.	Ohio Guide, FN, p. 156
V.C.2. Compare services, price, quality and nutritional adequacy.	$?	Select eight foods that are widely available. List brands and weight. Determine all plans where these items could be purchased. Visit all stores, or use ads, and determine the following for each: name, location, hours, special services, sales, missing services, cost. Summarize on a chart.	Teacher's Manual, p. 45, #4
	0	Interview an older person regarding the changes in types of food outlets. Discuss the services and quality.	Teacher's Manual, p. 45, #10

TOPIC: Safety and Sanitation

Competency: VI.A. Practice safe and sanitary techniques

Sub-competency	Suggested Learning Experiences	Resources
VI.A.1. Identify safety practices to prevent accidents in the kitchen.	* ! Read about safety and sanitation. Answer questions in Chapter Checkup.	Text, pp. 193-202 Questions 1-4, p. 208 Safety in Idaho, Section 13
	? 0 Complete the Kitchen Safety Pretest. Discuss.	Ohio Guide, FN, p. 163
	? % Develop a safety inspection checklist covering safety guidelines for fire prevention, clothing safety, equipment hazards, labels, and avoiding cuts. Working in small groups conduct the safety inspection in the Home Economics kitches. Conduct an inspection of your own home kitchens and correct "violations," such as frayed extension cords, slippery rugs, etc.	Teacher's Manual, p. 49 Activity #1
	? Complete worksheet, "How Would You Make This Kitchen Safe."	Teacher's Resource Book, p. 60
VI.A.2. Explain the relationship between cleanliness and food-borne illnesses.	* ! Read information on food-borne illnesses. Answer Chapter Checkup questions.	Text, pp. 203-208 Questions 5-8, p. 208
	% 0 Prepare agar plates to grow cultures of bacteria. Have someone cough or sneeze, touch with dirty hands, touch with clean hands, touch with a dirty dish towel, and place a hair on five different agar plates. Culture at room temperature for several days. Check for bacterial growth. Discuss.	Text, p. 208, #3, Explore and Report

TOPIC: Safety and Sanitation

Competency: VI.A. Practice safe and sanitary techniques

Sub-competency	Suggested Learning Experiences	Resources
	% ? 0 Examine a bulletin board or chart of a large thermometer showing effects of temperature in bacteria. Heat water to danger zone temperature and feel. Discuss: When are foods exposed to danger zone temperature?	Teachers Resource Book, p. 66
	! % 0 Make a chart listing different kinds of food poisoning, its causes and its symptoms. Discuss.	Teachers Resource Book, p. 69
VI.A.3. Demonstrate appropriate food handling and storage practices.	? ! & In small groups brainstorm to identify rules for handling food safely. List rules on chalkboard or large piece of paper.	Teachers Resource Book, pp. 67-68
	! ? % Make posters or collages demonstrating food handling and storage rules. Display posters in class.	
	? ! Plan a menu for a family picnic or Thanksgiving dinner. Identify proper handling and storage methods for each food item.	
	! ? Complete student activity sheet, "Chilling Facts." Review and discuss answers in class.	Student Activity Guide, p. 54

TOPIC: Use of Tools and Equipment

Competency: VI.B. Utilize a variety of basic tools and equipment

Sub-competency	Suggested Learning Experiences	Resources
VI.B.1. Recognize the name and function of a variety of food preparation tools.	* Read about food preparation tools.	Text, pp. 209-221
	? Place an assortment of kitchen tools in individual paper bags. Have each student select a bag. Grab an item and provide the following information: Name of item Preparation use Technique for use and specific foods with which it is used.	Teachers Manual, p. 50 Ohio Guide, FN, p. 181
	? List kitchen tasks on a slip of paper. Draw out slips. Choose what utensil you would use for each task. Identify your choice or use reliable resources such as cookbooks or food texts.	Ohio Guide, FN, p. 182
	! Complete student activity sheets "Tools of the Trade" and "The Cook's Helpers."	Student Activity Guide, pp. 59-62
VI.B.2. Identify common cooking terms and procedures.	* Complete student activity sheet, ! "Preparation Passwords." Use cookbooks for researching definitions of terms.	Student Activity Guide, p. 64
	! As a way of reviewing terms have ? each student prepare a 15-term matching exercise. Exchange papers with other students and complete each other's exercise.	
	* Read information on basic cooking ? methods.	Text, pp. 234-238 Teachers Resource Book, pp. 81-83.
	% Demonstrate through laboratory activities how to perform basic preparation techniques such as cooking in liquid, cooking with moist heat, cooking in fat and cooking with dry heat.	

TOPIC: Use of Tools and Equipment

Competency: VI.B. Utilizing a variety of basic tools and equipment

Sub-competency	Suggested Learning Experiences	Resources
	& O Assign each student a method and have them review the steps in class using information from the text.	
VI.B.3. Perform acceptable measuring techniques.	* ! # To familiarize students with common recipe abbreviations and equivalents used in measuring, complete student activity sheet, "Decoding Recipes."	Text Student Activity Guide, p. 65
	# O Review equivalents playing a measuring spelldown. Students remain standing as long as they give correct answer to the equivalent question.	
	O ? Share humorous stories about measuring mistakes. Discuss what could have been done to prevent those mistakes and importance of proper measuring techniques.	
	? % # Demonstrate proper measuring techniques in a lab exercise.	Ohio Guide, FN, p. 182
VI.B.4. Demonstrate the effective use of recipes.	* ? Read about food preparation techniques. Have students evaluate information given in a recipe. Discuss different recipe formats and evaluate which is easiest to follow.	Text, pp. 224-229
	! ? Students create a checklist for evaluating a recipe for clarity and complete information. Ask them to look through cookbooks, magazines and newspapers for good and bad examples to share with the class.	Teacher's Manual, p. 52

TOPIC: Use of Tools and Equipment

Competency: VI.B. Utilizing a variety of cooking tools and techniques

Sub-competency	Suggested Learning Experiences	Resources
	* ? ! Form small groups and assign each group a recipe to analyze and prepare. Ask them to list the steps they would follow when using the recipe, starring those that could be completed in advance. Have them list the equipment they would need and the skills they should have. Prepare the recipe and evaluate.	
	# * ! Practice doubling and halving recipes by completing student activity sheet, "Using Your Measuring Skills."	Student Activity Guide p. 66

TOPIC: Meal Management

Competency: VII.A. Organize and simplify meal preparation

Sub-competency		Suggested Learning Experiences	Resources
VII.A.1. Identify the elements of effective meal planning.	?	Look at pictures of attractive and appealing meals. Identify the qualities which make them appealing, i.e., colors, textures, shapes, sizes, flavors and temperatures.	Magazines, posters, brochures
	? !	Plan a meal, based on the idenitified elements, for specific given situations.	Teacher's Manual, p. 56 Activity #2
	0 ! ? #	Discuss how the management process relates to meal preparation. Identify steps in meal preparation. Choose a menu and develop a timetable for preparation of that menu.	Ohio Guide, FN 4.22e, p. 173 Teacher's Resource pp. 89-90
VII.A.2. Demonstrate conservation in the kitchen.	* !	Read about meal management. Answer Chapter Checkup.	Text, pp. 262-266 Questions 6-10, p. 266
	? # !	Divide into groups. Decide on important conservation tips people should practice. Develop a class "waste watchers" booklet on conservation tips.	Teacher's Manual, p. 56, #6
	* ? $	Brainstorm ways to use leftovers. Using typical leftover foods, look through cookbooks to identify ways to use that food.	Teacher's Manual, p. 56, #5
VII.A.3. Apply nutrition principles to meal planning.	? 0	In small groups, plan a day's menu including the Basic 4 food groups.	
	! ?	Make a meal plan for someone with special dietary needs, low salt, low fat, vegetarian, a salad lover, a health food fan or someone who likes ethnic cooking.	Pamphlets from the Heart Association, dietitian, hospital, doctor or pharmacist

TOPIC: Provide Maximum Nutritional Benefit

Competency: VII.C. Develop selection, storage and preparation skills to gain maximum nutritional benefit

Sub-competency	Suggested Learning Experiences		Resources
VII.C.1. Identify methods of food storage.	*	Read about storing foods.	Text, pp. 178-188
	! ?	Write a paragraph about how food storage practices could be improved in their home.	
	*! ?	Complete "Food Storage Stumpers" for storage techniques.	Student Activity Guide, pp. 52-53
	!% ?0	Place a piece of bread, a lettuce leaf, a piece of cheese, an apple slice on separate plates. Leave them at room temperature for a week. Record changes after three days and seven days. Discuss scientific concepts.	Text, p. 189, #3, Explore and Report
VII.C.2. Demmonstrate food preparation techniques for various food groups.		**Fruits and Vegetables:**	
	* 0 ?	Read about buying and storing fruits and vegetables. Discuss selection of fruits and vegetables.	Text, pp. 284-292 pp. 298-305 Teacher's Resource pp. 101-105
	0 ? !	Brainstorm ways to use fresh fruits, dried fruits, canned fruits, frozen fruits. Lab: Demonstrate one recipe using fresh fruit, one for frozen fruit, one for canned fruit.	Teacher's Manual, p. 60 Motivator #3
	$# *	Read about preparing vegatables. Lab: Select a variety of fresh vegetables. Students prepare fresh vegetable plate along with a dip.	Text, pp. 306-315

TOPIC: Provide Maximum Nutritional Benefit

Competency: VII.C. Develop selection, storage and preparation skills to gain maximum nutritional benefit

Sub-competency	Suggested Learning Experiences	Resources
	0 Discuss various methods of preparing vegetables. Have students prepare vegetables in a variety of ways and serve buffet style.	Teacher's Manual, p. 62 Activity #3 Student Activity Guide, pp. 85-86
	Dairy Foods:	
	? 0 Read about cheeses. Have a cheese tasting party. Choose cheeses that are less familiar to students. Discuss packaging, cooking principles.	Text, Chapt. 22, pp. 333-337 Teacher's Manual, p. 65, Activity #5
	#* %? Discuss cooking principles for cheeses. Lab: Have students prepare a variety of dishes using a cheese sauce, i.e., macaroni and cheese, cheese soup, nachos, cheese sauce over vegetables.	
	* Read about dairy foods.	Text, pp. 330-338
	0 ! $ Report on principles of selection. Students select a particular dairy product (i.e., raw milk, yogurt, half and half). Report on principles of selection and reasons for use.	
	*! ?% Complete activity sheet, "Dairy Products in your Diet."	Student Activity Guide, p. 96
	#* ? Lab: Students prepare a dish using dairy products.	Student Activity Guide, P. 96

TOPIC: Provide Maximum Nutritional Benefit

Competency: VII.C. Develop selection, storage and preparation skills to gain maximum nutritional benefit

Sub-competency		Suggested Learning Experiences	Resources
		Meat, Poultry, Fish and Shellfish	
		Read about meats	Text, pp. 346-356 pp. 369-372 pp. 382-386
	#? $0	Given meat charts, students visit local meat counters to find examples of the retail cuts. Record weight, price and description from the label. Report findings to class. Identify tender and less tender cuts; compare prices.	"Basics about Beef" Idaho Beef Council "Beef Buying Basics" Filmstrip from Idaho Beef Council
	#% ?$	Demonstrate correct technique for making hamburger patty. Use three grades of ground beef. Discuss difference in fat content, uses. Cook patties separately so students can observe shrinkage, appearance.	
		Listen to guest speaker from local meat association.	
	*	Read about poultry.	Text, pp. 369-380
	!	List poultry products or forms of poultry that are available in local supermarkets. Discuss when each might be selected.	Teacher's Manual, p. 69 Motivator #3
		Prepare a demonstration on two ways of preparing poultry in the microwave.	Text Teacher's Manual, p. 69 Activity #4
	#? $	Compare cost and quality of fried chicken prepared at home, purchased at a fast food outlet, purchased frozen. When might each type be appropriate? Which do students prefer?	Text Teacher's Manual, p. 69 Activity #6

TOPIC: Provide Maximum Nutritional Benefit

Competency: VII.C. Develop selection, storage and preparations skill to gain maximum nutritional benefit

Sub-competency	Suggested Learning Experiences		Resources
	*	Read about fish.	Text, Chapt. 25, pp. 382-392
	0*	Students divide into groups and select a fish or shellfish to report on.	Alaska Seafood Institute, "A Nutrition Catch"
	#* %$	Lab: Prepare fish or shellfish after preparing report.	
		Eggs:	
		Read about eggs.	Text, pp. 394-395
	$#	Compare size, price and availability of various eggs.	
	?	Compare appearance of Grade AA, Grade A and Grade B eggs	Teacher's Manual, p. 73 Activity #1 "Incredible Edible Egg" Filmstrip from American Egg Board
		Discuss functions of eggs in foods.	Student Activity Guide, p. 109
	%? 0	Lab: Students gain experience in cooking eggs various ways, i.e., hard cooked, poached, fried, baked. In each case students record difference in appearance and texture and discuss appropriate cooking techniques.	Text Teacher's Manual, p. 75 Activity #5
		Grain Products:	
	*	Read about grains.	Text, pp. 408-420
	*! ?	Crossword puzzle on grains.	Student Activity Guide p. 114

TOPIC: Provide Maximum Nutritional Benefit

Competency: VII.C. Develop selection, storage and preparation skills to gain maximum nutritional benefit

Sub-competency	Suggested Learning Experiences	Resources
	*? Using a display of various grains, students will try to match grains with description of use and nutrients.	Teacher's Manual, p. 75 Motivator #3 EFNAP Packets
	#% Lab: Divide students into groups; ?$ have each group cook one of the following: brown rice, cornmeal, cereal, barley, pasta, wild rice, peas, beans and lentils. Taste test and suggest recipes.	Text Teacher's Manual, p. 75 Activity #2
	#% Student groups prepare a variety of ?$ pastas. Discuss and compare cooking times, types of dishes used. Compare price, prep time, flavor of lasagna made at home and purchased from the frozen food case.	Teacher's Resource, p. 137
	#* Bring empty cereal boxes from home ? to compare ingredients, nutrients, grains.	Text Teacher's Manual, p. 75 Activity #4
	* Read about the basis of baking.	Text, pp. 422-431
	? Discuss choices of flours, leavening agents, fats/oils, sweeteners, seasonings, flavorings, and liquids.	
	*? Using basic recipes for popovers, %0 biscuits, muffins, angel food cake, pound cake, white bread, cornbread, students identify flour, leavening agent, fats/oils. Discuss function of each.	Teacher's Manual, p. 77 Activity #1

TOPIC: Provide Maximum Nutritional Benefit

Competency: VII.C. Develop selection, storage and preparation skills to gain maximum nutritional benefit

Sub-competency	Suggested Learning Experiences		Resources
	#? $	Students prepare and compare any of the baked goods that are available through a bakery, in the frozen food case, or as a mix, i.e., cookies, quick breads, cakes, yeast breads, pies, pie crusts. Comparisons could include cost, time, quality, number of servings.	
VII.C.3. Recognize and prepare quick one-dish meals.	!	Take notes from mini-lecture on one-dish meals.	
	*! 0& %	Lab: Students prepare a variety of one-dish meals. Serve buffet style. Analyze for inclusion of Basic 4.	Text, Chapt. 32, pp. 477-483; Chapt. 21, pp. 316-326; Chapt. 3, p. 544
	0$ %?	Discuss ways to add ingredients to pre-packaged one-dish meals to enhance nutritional value.	
VII.C.4. Apply skills to cook creatively on a budget.	*	Read about creative cooking.	Text, pp. 543-553
	0	Demonstrate making garnishes from common vegetables.	
	?	Introduce students to a variety of herbs and spices. Use tea or apple juice as a base for spices and seasonings such as cinnamon and nutmeg. Use tomato juice as a base for basil.	Text Teacher's Manual, p. 94 Activity #1
	#* &$	Lab: Students search cookbooks, magazines, newspapers for recipes for outdoor grilling. Prepare, if desired.	Text Teacher's Manual, p. 94 Activity #6

TOPIC: Provide Maximum Nutritional Benefit

Competency: VII.C. Develop selection, storage and preparation skills to gain maximum nutritional benefit

Sub-competency	Suggested Learning Experiences		Resources
VII.C.5. Recognize and prepare typical foods served around the world.	*	Read about foods of the world.	Text, pp. 516-631
	#$ &0	Have students in pairs or small groups select a country and prepare a report about the region and its food sources and customs. Following the reporting, plan a food fair with students preparing sample recipes from their country.	Exploring International Foods--Travel China, Italy and Mexico, 1986
	*! 0	Research and report on ethnic groups within the local area or surrounding community. Contact local persons to come in and demonstrate a dish typical of their heritage.	
VII.C.6. Compare characteristic foods of regional cooking.	*! 0	Study food habits of your area. Discuss history; prepare dishes.	
	*!	Read about American regional foods. Answer Chapter Checkup.	Text, pp. 532-541 Local resources Questions 1-11, p. 542

TOPIC: Enjoyment and Creativity in Meal Preparation

Competency: VII.B. Develop skills to enhance enjoyment and creativity in meal preparation

Sub-competency		Suggested Learning Experiences	Resources
VII.B.1. Select appropriate styles of meal service.	* ! 0	Read about serving food. Complete student activity sheet, "Serving with Style" and discuss disadvantages of various styles of meal service.	Text, pp. 273-276 Student Activity Guide, p. 76
	! ?	Demonstrate proper table setting for various styles of service. Draw pictures of a table setting for each of the following situations for eight people: formal service, family-style service and buffet service. They should include serving pieces and table decorations.	Teacher's Manual, p. 58 Activity #5
	? ! 0	Choose one of the following events: a large family dinner, an everyday family meal, a Sunday brunch, an open house, or a formal dinner. Plan a menu for the event. Write your menu on a piece of paper and next to it sketch the layout for the table top. Discuss what kind of table service to use and why.	Teacher's Manual, p. 58 Activity #9
	?	Volunteer to demonstrate efficient and inefficient ways of serving, clearing a table, folding table linens, and stacking and washing dishes. Have the class offer suggestions on how the tasks could be more efficient.	Teacher's Manual, p. 58 Activity #6
VII.B.2. Demonstrate proper table manners.	! 0 &	Divide into groups and identify situations about table manners that concern you. Write the situations on separate 3" x 5" cards.	

TOPIC: Enjoyment and Creativity in Meal Preparation

Competency: VII.B. Develop skills to enhance enjoyment and creativity in meal preparation

Sub-competency	Suggested Learning Experiences	Resources
0 &	In small groups draw from 3 x 5 cards previously developed to role play an experience in dining out to show appropriate table manners, use of flatware and restaurant etiquette. Use table settings, mood lighting, table decorations and restaurant menus as props.	Teacher's Manual, p. 58, Activity #8
* !	Identify and match menu terms with their meanings.	Text Teacher's Resource, p. 185

TOPIC: Enjoyment and Creativity in Meal Preparation

Competency: VII.C. Develop skills to enhance enjoyment and creativity in meal prepration

Sub-competency		Suggested Learning Experiences	Resources
VII.C.4. Compare characteristic foods of regional cooking.	*! 0	Study food habits of our area. Discuss history; prepare dishes.	
	* !	Read pp. 532-541, Chapter 36. Answer Chapter Checkup questions 1-11.	Text
VII.C.5. Apply skills to cook creatively on a budget.	*? %0	Demonstrate making garnishes from common vegetables.	Text, pp. 543-553
	#* !% &? $0	Lab Experience: Students prepare a casserole given a very limited budget.	Text, p. 546
	#* !% &? $0	Lab Experience: Students search cookbooks, magazines, newspapers for recipes for outdoor grilling. Prepare, if desired.	Text Teacher's Manual, p. 94 Activity #6

TOPIC: Foods and Nutrition Related Careers

Competency: VIII.A. Investigate careers in foods and nutrition

Sub-competency	Suggested Learning Experiences		Resources
VIII.A.1. Identify career opportunities.	?	Display a food item. In groups brainstorm all jobs that would be involved in producing and selling that item.	Ohio Guide, FN, p. 107
	?	Collect articles on jobs in the food industry, including statistics on numbers of people eating food away from home.	Ohio Guide, FN, p. 107 Text, Chapt. 38, pp. 556-568
		Discuss implications for career opportunities.	Student Activity Guide, p. 147
	? !	Using Student Activity Sheet, "Checking Food Careers," develop a list of job clusters for the food industry.	Text Student Activity Guide p. 148 Ohio Guide, FN, p. 107
	? *	Search newspapers for help wanted ads in foods and nutrition. Try to find jobs within each of the job clusters identified above.	Text Student Activity Guide p. 148
VIII.A.2. Recognize kinds of entry-level jobs available.	! * ? 0	Review different job opportunities in foods and nutrition. Working in pairs, write help wanted advertisements for some of the jobs available. Describe the duties required by the jobs and personal characteristics someone would need to qualify for the jobs. Identify whether the jobs require entry-level skills or advanced training.	
	?	Invite several employers to discuss career opportunities and career ladders in food service and what they look for in employees.	Ohio Guide, FN, p. 107

TOPIC: Transferable Job Skills

Competency: VIII.B. Explore Transferable Job Skills

Sub-competency		Suggested Learning Experiences	Resources
VIII.B.1. Identify skills in the foods area that can be applied to work.	? 0	Identify skills learned in the foods and nutrition course. Discuss how those skills can be used in a work situation.	Idaho Guide, Adult Living, FN 24, 1985
	! ? 0	Fill out applications for a job. Discuss the importance of good spelling and writing skills in relationship to everyday life and obtaining employment.	Text Teacher's Resource Manual, pp. 197-198 Your Job
VIII.B.2. Identify work skills that can be applied to the home.	?	Brainstorm to compile a list of food industry skills that can be applied in a home setting.	Idaho Guide, Adult Living, FN 24.
	! * 0 ?	Write a definition of homemaking and read it in class. Compare definitions to the description in the text. Discuss the relationship between home skills and work skills.	Text Teacher's Resource Manual, p. 96

NUTRITION AND FOODS RESOURCE LIST

Text Recommendation:

Food for Today, H. Kawtaluk and A. Kopan, Bennett and McKnight, Div. of Glencoe Pub. Co., Encino CA, 1986
ISBN 0-02-663960-2 (student text)
ISBN 0-02- (student guide)
ISBN 0-02-667850-0 (teacher's annotated edition and manual)
ISBN 0-02-667880-2 (teacher's resource book)

Supplementary Texts:

Delius, Laura; Robert H. Zedlitz, Carol Zedlitz, Exploring International Foods: Travel China, Italy & Mexico, Southwestern Publishing, 1986, ISBN 0538-32620-4.

Henderson, G. Dimensions of Life, Southwestern Pub. Co., Cincinnato OH, ISBN-0-538-32500-3, 1985.

OTHER RESOURCES:

EFNAP packets, University of Idaho, Moscow ID 83843.

Idaho State Division of Vocational Education, Vocational Home Economics, Vocational Home Economics Curriculum Guide, Adult Living, 1985.

National Association for Sport & Physical Ed, The Nutrition Foundation, Inc., Swanson Center for Nutrition, Inc., US Olympic Committee, Nutrition for Sport Success, The American Alliance for Health, 1900 Association Dr., Reston VA 22091.

National Dairy Council, Comparison Food Cards, and "You", National Dairy Council, 6300 N. River Rd., Rosemont IL 60018, 1984.

Nutrition Curriculum Activities Kit, The Center for Applied Research in Education, Inc., West Nyack, New York 10995, 1986 (ISBN 0-87628-618-X).

Ohio Guide, What to Do Regarding Feeding and Nourishing the Family, Instructional Materials Laboratory, 1885 Townsend Hall, Rm 112, Columbus OH, 1983.

Pennington, J. A., Church, H.N., Food Values of Portions Commonly Used, Harper and Row, New York, 1985.

Safety in Idaho, Voc. Ed. 223, July 1986, Idaho State Division of Vocational Education, 650 W. State St., Boise ID 83720.

Your Job, Voc. Ed. 202, June 1986, Idaho State Division of Vocational Education, 650 W. State St., Boise ID 83720.

Computer Programs:

"Eat for Health," Genessee Int. School Dist., 2413 W. Maple, Flint MI 48507.

"Eat Smart," The Pillsbury Co., Pillsbury Center, Minneapolis MN 55402.

"Grab a Byte," National Dairy Council, 6300 N. River Road, Rosemont IL 60018.

Idaho Diet Analysis," University of Idaho, Home Economics Extension, School of Home Economics, Moscow ID 83843.

Filmstrips/Videos:

"A Nutrition Catch," 5 lesson seafood unit, Alaska Seafood Marketing Institute, 526 Main Street, Juneau, Alaska 99801, 1985

"Beef: Your Take in Nutrition," Beef Industry Council, National Live Stock & Meat Board, 444 N. Michigan Ave., Chicago IL 60611, Library of Congress #78-730124.

"Beef Buying Basics," Beef Industry Council, National Live Stock & Meat Board, 444 N. Michigan Ave., Chicago IL 60611, Library of Congress #80-730-315.

"Killing Us Softly: Advertising's Image of Women" available for rent through Boise State University.and Idaho State University.

"The Incredible Edible Egg," American Egg Board, 1460 Renaissance Dr., Park Ridge IL 66068.

Organizations:

Idaho Beef Council
2228 Main St.
Boise ID 83706

Pea & Lentil Assoc.
Moscow ID 83843

Poultry & Egg National Board
18 S. Michigan Ave.
Chicago IL 60603

Pork Industry Commission
36 S. Wabash
Chicago IL 60603

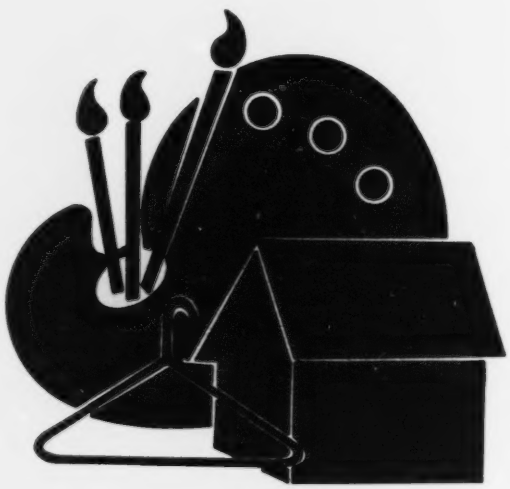
Rice Council
3917 Richmond Ave.
Houston TX 77027

Voc. Ed. #228

IDAHO

HOME ECONOMICS

Apparel and Housing



Curriculum Guide
Semester Length Course
Grades 10-12

Idaho State Division of Vocational Education
Vocational Home Economics, 1987

ACKNOWLEDGEMENTS:

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APPAREL AND HOUSING

RATIONALE: Apparel and housing are fundamental to our lives. Obtaining satisfactory apparel and housing requires examining options available to individuals and families. The use of critical thinking for practical problem solving in the areas of selection, maintenance, and management of apparel and housing is the focus of this course. Concepts common to both apparel and housing incorporated into the curriculum include art principles, consumer behaviors, and applied skills. The course is designed to provide the student with competencies necessary for self expression throughout a changing life cycle in relation to apparel and housing.

The focus is on the student as a consumer and homemaker. The student should be able to:

* Evaluate physical, economic, social, and psychological needs and concerns in terms of apparel and housing.
* Apply basic art principles and elements to apparel and housing.
* Plan, select, maintain and manage apparel and housing for individual lifestyles throughout the lifecycle.
* Apply basic construction skills to meet apparel and housing needs.
* Explore careers related to apparel and housing.

Apparel and Housing: A semester length course in which apparel and housing decisions are explored. Emphasis is on skills in planning, acquiring, and maintaining apparel and housing, application of art principles, and use of related equipment. "Hands-on" experiences are provided in both apparel and housing.

Scope and Sequence

Unit	Time	Topics
Need for Apparel and Housing	2 weeks	A. Apparel and housing needs of individuals/families B. Communicating through apparel and housing
Art Applied to Apparel and Housing	3 weeks	A. Art in apparel and housing B. Art principles and elements applied to apparel and housing
Plan for Apparel and Housing	2 weeks	A. Develop a plan for apparel and housing acquisition B. Lifecycle and lifestyle affect needs
Explore Textiles for Apparel and Housing	1 week	A. Textiles knowledge as a basis for decision making B. Make decisions using textile knowledge
Apparel and Housing Management	3 weeks	A. Consumer decision making related to apparel and housing B. The consumer has rights! C. Maintenance requirements for apparel and housing
Apply Basic Sewing Skills	4 weeks	A. Using equipment and supplies B. Using pattern guides C. Project construction
Career Exploration	2 weeks	A. Apparel and housing related careers B. Relate training required to career C. Applying concepts and skills learned to related careers

COURSE OUTLINE

I. Apparel and Housing Needs

A. Explore factors in apparel and housing decisions.
1. Explore reasons for choices in apparel and housing.
2. Relate these reasons to Maslow's Hierarchy of Needs.
3. Relate individual/family goals and values to apparel and housing.
4. Discuss how apparel and housing affect personal lifestyles and self image.

B. Analyze apparel and housing as a means of communication.
1. Discuss the effect of first impressions.
2. Identify the nonverbal communications involved in apparel and housing.

II. Art Applied to Apparel and Housing

A. Explore art principles and elements.
1. Identify art principles and elements.
2. Discuss the effects of color.

B. Relate basic art principles and elements to apparel and housing decisions.
1. Relate principles learned to apparel decisions.
2. Relate principles learned to housing decisions.

C. Construct a project utilizing basic art principles and elements.
1. Illustrate basic art principles and elements.
2. Complete a project utilizing basic art principles and elements.

III. Plan for Apparel and Housing.

A. Develop a plan for apparel and housing aquisition.
1. Identify factors to consider in developing a wardrobe plan.
2. Identify factors to consider in planning for housing.

B. Identify apparel and housing needs as related to the life cycle.
1. Evaluate apparel needs of individuals/families.
2. Evaluate housing needs of individuals/families.

IV. Explore Textiles for Apparel and Housing

A. Recognize the importance of textile knowledge for consumers.
1. Determine fiber characteristics.
2. Identify fabric types and characteristics.
3. Identify fabric construction.
4. Explore finishing processess.

B. Apply textile knowledge to fiber/fabric decisions.
1. Apply textile knowledge to fiber/fabric decisions for apparel.
2. Apply textile knowledge to fiber/fabric decisions for housing.

V. Apparel and Housing Management

A. Analyze comparative buying process in making apparel and housing decisions.
   1. Identify types of stores, sales, and methods of acquisition.
   2. Analyze comparative shopping principles.

B. Demonstrate the ability to interpret consumer rights, protection, and responsibilities.
   1. Explain consumer rights and protection.
   2. Determine consumer responsibilities.

C. Plan for the care and maintenance of apparel and housing.
   1. Demonstrate the care and maintenance of apparel.
   2. Discuss the care and maintenance required for housing.

VI. Apply Basic Sewing Skills

A. Demonstrate the ability to use equipment and supplies.
   1. Select sewing equipment and supplies.
   2. Demonstrate the ability to operate a sewing machine.
   3. Demonstrate the ability to care for equipment and supplies.
   4. Practice safety in the use of equipment and supplies.

B. Utilize the information found on pattern guides.
   1. Compare personal/item measurements with pattern measurements.
   2. Select fabric, pattern, and notions.
   3. Locate and describe the pattern information.
   4. Adjust pattern according to measurements.
   5. Demonstrate pattern layout and cutting.
   6. Transfer pattern markings to the project.

C. Construct a project.
   1. Demonstrate basic construction skills.
   2. Complete project according to instructions.
   3. Evaluate completed project.

VII. Career Exploration

A. Explore careers related to apparel and housing.
   1. Identify qualifications and job skills needed for careers in apparel/textiles and housing industry.
   2. Explore advantages and disadvantages of specific careers.
   3. Identify schools and training centers available.

B. Determine progressive levels of related careers.
   1. Discuss entry levels of career opportunities.
   2. Identify career clusters in apparel and housing fields.

C. Investigate transferable job skills.
   1. Identify skills in apparel, textile, sewing, and housing that can be applied to work.
   2. Relate skills to apparel and housing cottage industries and entrepreneurship opportunities.

UNIT: I. Apparel and Housing Need

TOPIC: Apparel and Housing Needs of Individuals/Families

Competency: I.A. Explore factors in apparel and housing decisions

Sub-competency		Suggested Learning Experiences	Resources
I.A.1. Explore reasons for choices in apparel and housing.	? O	List with the class the reasons why clothing originated (climate, adornment, modesty, etc.).	Contemporary Clothing, Chapt. 1, pp. 7-18 Clothing, Chapt. 1, pp. 12-21
	? O	Discuss man's need for housing and the origin of shelter.	Homes with Character, pp. 1-11
	* O	Read about and discuss the social influences on clothing and housing such as identification with groups, status, etc.	Individuality, Chapt. 3, teacher reference
	?	Each student design a poster depicting reasons they wear clothes (use magazines) that represent the following about them: where they live, what types of clothes they like to wear, activities and sports, and personal interests.	Clothing, Teacher's manual, p. 12
	?	Relate these ideas to personal choices in clothing and housing. Complete "Why People Wear Clothes."	Teacher's Resource Book, Clothing, p. 21
	? O	Discuss concept of multiple roles individuals play. Do 60 second activity: ten students each draw one card listing occupations. In one minute the student describes the person. Tape the description and then playback and count the number of times dress is used in description. Count the number of times location or work environment is used in description.	Ohio Guide, FT, pp. 13-14
		View part of a movie or video. Look for costume/clothing worn and shelter/housing utilized.	"Amadeus," "Mountain Man" and many others.

UNIT: I. Apparel and Housing Needs

TOPIC: Apparel and Housing Needs of Individuals/Families

Competency: I.A. Explore factors in apparel and housing decisions

Sub-competency		Suggested Learning Experiences	Resources
I.A.2. Relate these reasons to Maslow's Hierarchy of Needs.	? 0	Discuss Maslow's Hierarchy of Needs with regards to clothing and housing and make a class picture chart representing the needs hierarchy.	Clothing, p. 14 Homes with Character, Chapt. 1
	?	Do "Clarify Your Clothing Values" worksheet included with outline.	Guide to Clothing, Teacher's Activity Manual, pp. 17-18
	?	Relate personal values and needs to clothing and housing choices.	Contemporary Clothing, Chapt. 1
	* 0 ! ?	Small groups of students choose one historic period and culture to study in depth. Report on: type of housing, where and when used, how made, clothing worn, and customs and traditions of the time related to apparel and housing. Make drawings or models to illustrate apparel and housing.	Guide to Clothing, Teacher's Activity Manual, pp. 21-22
	* ? 0	Read and discuss how clothing identifies groups and helps fulfill the need to belong.	Clothing, Chapt. 2, pp. 23-33
	0 ?	Discuss how people get their clothing values. Consider the influence of families, peer groups, school and community.	Contemporary Clothing, p. 19
	? 0	Discuss types of homes, i.e., ranch, log cabin, two-story, etc. Which one fits your personality best? Find a picture in a magazine of a home that best represents "you."	Ohio Guide, LE, p. 16
	& ?	Prepare slide presentation/bulletin board depicting types of housing. Take pictures of homes while on a walking tour.	Housing Decisions, Chapt. 1. Homes With Character, Chapt. 1 & 2.

TOPIC: Apparel and Housing Needs of Individuals/Families

Competency: I.A. Explore factors in apparel and housing decisions

Sub-competency		Suggested Learning Experiences	Resources
I.A.3. Relate individual/family goals and values to apparel and housing.	? 0	Describe "What you want your life to be like in ten years, in 20 years. How will you dress? Where will you live? What will you be doing?" Discuss values represented and list the goals expressed.	Guide to Clothing, Chapt. 3 and Teacher Activity Manual, pp. 23-24 Homes with Character, Chapt. 4, pp. 64-81
	0 ?	In groups brainstorm to clarify items or types of apparel/home textiles that denote status. Discuss how or why these items become status symbols.	Ohio Guide, FT, p. 17
		Do Word Search Puzzle "Search to Uncover Why You Dress as You Do."	Teacher's Activity Manual, Guide to Clothing, pp. 9-10
	?	Design a collage of pictures representing your image of the word "home."	Ohio Guide, LE, p. 15
I.A.4. Discuss how apparel and housing affect personal lifestyles and self image.	* 0	Do "Four Tales of Clothing Influence." Read and discuss case studies related to ten apparel behavior patterns.	Teacher's Activity Manual, Guide to Clothing, pp. 11-12
	0 ?	Discuss the feeling that something is comfortable vs. uncomfortable, fashionable vs. dull, etc.	Guide to Clothing, Chapt. 2.
	*	Read about apparel and housing choices	Homes with Character, Chapt. 5
	?	Determine what being well dressed means. Determine what being well housed means. Identify differences and similarities.	

TOPIC: Apparel and Housing Needs of Individuals/Families

Competency: I.A. Explore factors in apparel and housing decisions

Sub-competency	Suggested Learning Experiences	Resources
I.A.4. (continued)	? O Discuss the psychological effect of specific situations on lifestyles and self images. Examples: a well kept home, a newly painted home, a cluttered home; exterior of brightly painted home vs. muted painted home; clean clothing vs. soiled clothing, a gaudy appearance vs. a tailored appearance; unkempt dirty children vs. clean neat children.	
	? Use case study to emphasize how clothing affects self concept. Use fabric scraps that make you feel happy, sad, quiet.	Ohio Guide, FT, p. 19-20
	O Discuss "Are there similarities in your apparel and housing choices?"	

UNIT: I. Apparel and Housing Needs

TOPIC: Communicating through Apparel and Housing

Competency: I.B. Analyze apparel and housing as a means of communication

Sub-competency		Suggested Learning Experiences	Resources
I.B.1. Discuss the effect of first impressions.	?	Discuss "First Impressions"	Clothing, Chapt. 4
	* 0 ?	Read and discuss the effect of cleanliness, good grooming, upkeep of home and yard, etc. on first impressions.	
	? 0 !	Student activity. Describe one person and one home you find attractive and one person and one home you do not find attractive. Analyze why you feel compfortable or uncomfortable with them.	
	?	Do Activity #6, "Me, Myself, & I" which shows how clothing expresses personal taste.	Clothing, Teachers' Resource Book pp. 29-30
I.B.2. Identify the nonverbal communications involved in apparel and housing	* 0 !	Read Chapter 3 and discuss the roles people play and how clothes and housing communicate them. List all roles each student has played today.	Clothing, Chapt. 3
	? 0	Ask two male and two female students to wear white shirts and navy blue pants to class. Have them stand before the class and discuss the way each individual has expressed his or her individuality and creativity with accessories. This could also be applied to a home or a room.	
	* ! ?	Do worksheet "Does Clothing Send Messages." Re do it to say "Does Housing Send Messages" and give examples related to housing.	Contemporary Clothing Teachers' Resource Guide, p. 17

UNIT: I. Apparel and Housing Needs

TOPIC: Communicating through apparel and housing

Competency: I.B. Analyze apparel and housing as a means of communication

Sub-competency	Suggested Learning Experiences	Resources
	? 0 Determine the effect of clothing during a job interview. Develop guidelines for dressing appropriately for the interview.	Individuality, pp. 446-447, Read for background. McGraw Hill, Guide to Clothing, Chapt. 4
	& FHA activity: invite an employer, personnel director, or interviewer to come in to the class and discuss the effect of appearance on first impressions.	
	& Invite an interior decorator to come to class and share information about feelings conveyed by various interiors and surroundings.	
	? 0 Close your eyes and imagine that you are in a room where everything is gray (yellow, white, red, black, etc.). Discuss how the color made you feel.	

UNIT: II. Art applied to Apparel and Housing

TOPIC: Art Applied to Apparel and Housing

Competency: II.A. Explore art principles and elements

Sub-competency		Suggested Learning Experiences	Resources
II.A.1. Identify art principles and elements.	*	Read about art principles and elements and view an appropriate filmstrip	Clothing, Chapt. 12, pp. 137-149 Homes with Character, Chapt. 10, pp. 196-211 Filmstrip: "Reflections of You--Decorating Basics" - Glencoe
	?	Go through magazines and find examples of elements and principles of art.	
		Find illustrations of ten different garments. Write a description of each garment's design details using clothing terminology.	Fashion, pp. 14-45
	? O	Place a variety of swatches in bag. Have student select swatch and describe garment they would make from that fabric. Do the same with home decorating fibers and fabrics.	
	O ?	Prepare from newsprint a life-size basic shirt and slacks outfit. Trace the original four times, break into four groups. Use one color in vertical stripes, one in horizontal stripes, one in diagonal stripes, and one solid color. Discuss how the four are different; which design lines make the person look best; how color affects total look; practical problem in this situation. Extend by doing a comparable activity with rooms/homes.	Ohio Guide, FT, p. 41

UNIT: II. Art Applied to Apparel and Housing

TOPIC: Art Applied to Apparel and Housing

Competency: II.A. Explore art principles and elements

Sub-competency	Suggested Learning Experiences	Resources
II.A.2. Discuss the effect of color.	* Read about color.	Contemporary Clothing, Chapt. 3, pp. 38-49 Clothing, Chapt. 11, pp. 125-135 Homes with Character, Chapt. 11, pp. 212-227
	0 ? Display the different colors and discuss psychological effect of each.	Colored paper or fabric Teacher Activity Manual, pp. 31-32 Ohio Guide, LE, pp. 107-111
	% Using paints, crayons, etc. create a tint and shade scale, intensity scale, and various color schemes. Prepare a design using a designated color scheme.	
	0 ! ? Assign a color to each student. Record where and how many times the student saw the color during one day. Compare results.	Ohio Guide, FT, p. 43
	? 0 Color Graffiti. Post large pieces of colored poster paper. Students, with markers, write on the paper the feeling the color invokes in them. Discuss feelings.	

UNIT: II. Art Applied to Apparel and Housing

TOPIC: Art Principles and elements applied to apparel and housing

Competency: II.B. Relate basic art principles and elemenets to apparel and housing decisions

Sub-competency		Suggested Learning Experiences	Resources
II.B.1. Relate principles learned to clothing decisions.	0 ?	Have several students try on same styles of garments to see effect of elements on each student.	Garments loaned by local store.
	% ?	Develop a color scheme for a wardrobe that complements your coloring and body shape.	
		Invite guest speaker to present different personal color schemes and do self-analysis on students.	Local resource person
II.B.2. Relate principles learned to housing decisions	?	Develop a color scheme for a room. View film, "Decorating with Color and Pattern" or other appropriate filmstrip.	Karola Media 22 Riverview Dr. Wayne NJ 07470 (free loan)
	?	Using magazines, select pictures and describe rooms/residences that give evidence of application of art principles to decisions made.	
	? #	Utilizing information on handout, arrange furniture according to art and design principles and personal needs.	Ohio Guide, LE, p. 107-111

UNIT: II. Art Applied to Apparel and Housing APPAREL AND HOUSING

TOPIC: Art Principles and Elements Applied to Apparel and Housing

Competency: II.C. Construct a project utilizing basic art principles and elements

Sub-competency		Suggested Learning Experiences	Resources
II.C.1. Illustrate basic art principles and elements	?	Plan for a project that will utilize and illustrate multiple art principles and elements	
II.C.2. Complete a project utilizing basic art principles and elements	? # *	Construct the project using paper, wood, fabric and other essential materials.	

UNIT: III. Plan for Apparel and Housing

TOPIC: Plan Based on Identified Needs

Competency: III.A. Develop a plan for apparel and housing acquisition

Sub-competency		Suggested Learning Experiences	Resources
III.A.1. Identify factors to consider in developing a wardrobe plan.	! ?	List the clothes you have. By each item designate if its wearable, needs repaired, revised or retired.	Clothing Teacher's Resource Book, Activity #20, p. 63
	# ?	Compare costs of different clothing alternatives.	Activity #22, p. 63
		Expand wardrobe by learning to coordinate pieces purchased. Borrow clothing from a leading local store. Items included might be: Male: 2 pr. slacks; 1 pr jeans; 1 blazer; 1 shirt; 1 polo shirt; 1 turtleneck Female: 1 pr pants; 1 blazer; 1 skirt; 2 blouses; 1 sweater; 1 pr shorts; 1 vest How many different outfits can you put together with these items of clothing.	Clothing, p. 119
III.A.2. Identify factors to consider in planning for housing.	*	Read and discuss different housing options.	Homes with Character, Chapt. 5, pp. 82-92
	?	Compare the advantages and disadvantages of different housing styles.	Housing reference book, library, realtors or people who live in each type of home.
		Find newspaper advertisements for several types of housing. List the pros and cons of each housing style.	newspapers home buyer's guide

UNIT: III. Plan for Apparel and Housing — APPAREL AND HOUSING

TOPIC: Lifecycle and Lifestyle Affect Needs

Competency: III.B. Identify apparel and housing needs as related to the life cycle

Sub-competency	Suggested Learning Experiences	Resources
III.B.1. Evaluate apparel for individuals/families.	? $ Plan complete outfits for "clients" of varying sizes, shapes and lifestyles.	Ohio Guide, FT, p. 46
	? Bring several types of children's clothing to class. Evaluate the design of each garment and the fabric for ease of dressing, wearability, color and texture, and ease of care.	
	* ? 0 Using catalogs from companies that provide clothing for disabled persons. Analyze the features that have been added or incorporated into the design of garments. How might these features be added to commercial patterns or ready-made garments?	Catalogs Clothing, pp. 259-260
	? # Design and adapt clothing for special needs. Select a member of your community who may have special clothing needs. Design an aesthetically pleasing wardrobe plan and a plan to adapt ready-to-wear clothing to meet the individual's needs.	Ohio Guide, Ft, p. 46
	& ? $ 0 FHA students will offer a sewing repair and remodeling service to patients in a local convalescent home. Each student should repair or remodel one item.	

TOPIC: Lifecycle and Lifestyle Affect Needs

Competency: III.B. Identify apparel and housing needs as related to the life cycle

Sub-competency		Suggested Learning Experiences	Resources
III.B.2. Evaluate housing needs for individuals/families.	! 0 #	View and discuss filmstrip. Do study sheets with filmstrip.	"Homes for the Life Cycle," Glencoe Pub. Co., 17227 Ventura Blvd, Encino CA 91316
	*	Read and discuss individual and family housing needs throughout the lifecycle.	Homes with Character, Chapt. 7, pp. 128-146
	! ? 0	Plan/discuss housing needs for "clients" with families of varying sizes, ages, geographical locations, occupations and lifestyles.	
	? ! 0	Choose an age group (preschool, school age or adolescence) and identify what would be in a bedroom appropriate to the needs and interests of that age group.	
	! ?	List things that could/should be done in an ordinary kitchen to accommodate a handicapped or disabled individual.	
	0 ?	Discuss how housing needs change throughout the life cycle.	

TOPIC: Textiles Knowledge as a Basis for Decision Making

Competency: IV.A. Recognize the importance of textile knowledge for consumers

Sub-competency		Suggested Learning Experiences	Resources
IV.A.1. Determine fiber characteristics.	! ?	Evaluate desirable characteristics of fabrics for use in clothing and household items.	Clothing, Activity #29, Fabrics in Your Life
	*	Read about fibers.	Clothing, Chapt. 15, pp. 174-183 Contemporary Clothing, Chapt. 5, pp. 71-98
	? $ %	Compare a natural fiber to a manufactured fiber. Test each fabric for a variety of characteristics.	Clothing, Teacher's Resource Book, p. 184,
	?	Play Fiber Rummy.	Teacher's Activity Manual, pp. 41-42
	%	Do worksheet, "Experiments with Textiles," to become familiar with various fibers.	Activity #32. p. 85
		Draw circle target.	Ohio Guide, FT, pp. 75-76
IV.A.2. Identify fabric types and characteristics.	*	Read about fabrics.	Clothing, pp. 185-187 Contemporary Clothing, Chapt. 6, pp. 100-106
	%	Use a cosmetic cotton ball and pull and twist fibers to make a yarn.	Contemporary Clothing, p. 126
	% ?	Using a variety of yarns pulled from the edge of fabric, pull to test tensile strength. Untwist and pull again. Compare.	
IV.A.3. Identify fabric construction.	*	Read about fabric construction.	Clothing, Chapt. 16, pp. 187-95.
	#	Recreate three basic weaves plus variations using thin paper strips. Identify weave and characteristics.	Contemporary Clothing, pp. 106-126.

TOPIC: Textiles Knowledge as a Basis for Decision Making

Competency: IV.A. Recognize the importance of textile knowledge

Sub-competency	Suggested Learning Experiences	Resources
IV.A.3. (continued)	? ! 0 Collect variety of fabric swatches. Identify according to type of weave or knit and base use.	
	? * 0 Look through fashion magazines and catalogs for ads that list fabrics and their characteristics. Analyze these ad statements for accuracy.	
	% Conduct fabric tests.	Ohio Guide, FT, p. 77
	% & ? 0 Invite a weaver to come to class to spin yarns illustrating looseness and tightness of twist and how it affects finished product. Expand to show the weaving process on a loom.	Clothing, Teacher's Manual, p. 58
IV.A.4. Explore finishing processes	* Read about finishing processes.	Clothing, Chapt. 17, pp. 196-204 Contemporary Clothing, Chapt. 7, pp. 127-143.
	% * Identify how a finish can improve a fabric's performance. Do "Finishing Up."	Activity #36, p. 95, Clothing
	0 * % Experiment with block printing and screen printing.	Clothing, p. 200
	* ! Complete "Cross Check Your Fabric Knowledge."	Teacher's Activity Manual, pp. 37-38
	Visit a fabric store to identify weaves, finishes and fabrics - or invite a fabric specialist to class.	

UNIT: IV. Explore Textiles for Apparel and Housing

TOPIC: Make Decisions Using Textile Knowledge

Competency: IV.B. Apply textile knowledge to fiber/fabric decisions

Sub-competency		Suggested Learning Experiences	Resources
IV.B.1. Apply textile knowledge to fiber/fabric decisions for apparel.	? ! $	Review information on fibers. Identify natural fibers that would be appropriate for the following fabric uses: carpeting, baby clothes, table linens and underwear. Answer ten questions "Check Yourself Out,".	Clothing, pp.173-178
	?	Separate fabric into two categories: fabrics you enjoy wearing and those you don't. Discuss.	Clothing, Things to Do #1, p. 173
IV.B.2. Apply textile knowledge to fiber/fabric decisions for housing needs.	?	Invite resource person to explain selection, quality and servicability of housing textiles.	Resource person from furniture and housing business.
IV.B.3. Discuss textile care.	*	Read about fibers for rugs and carpeting.	Homes with Character, pp. 245-246
	*	Read about planning for household textile needs.	Textiles for Homes & People, pp. 314-329 and 331-347
		View filmstrip on housing textiles and fibers.	Homes are for People (filmstrips), J.C. Penney Co.
	$ # % ?	Take a field trip to a carpet outlet or invite a carpet specialist to class. Discuss fiber, weave, design, finishes, thread count, durability and cost of parpeting. Identify appropriate uses for specific carpeting.	
	& ?	Student committee prepare a bulletin board display of carpeting as to appropriatness for specific purposes.	

UNIT: V. Apparel and Housing Management

TOPIC: Consumer Decision Making Related to Apparel and Housing

Competency: V.A. Analyze comparative buying process in making apparel and housing decisions

Sub-competency	Suggested Learning Experiences	Resources
V.A.1. Identify types of stores, sales and methods of acquisition.	* 0 Read about gathering information for shopping. Discuss questions in "Check Yourself Out,"	Clothing, Chapt. 19, pp. 218-227
	Complete related Activity Sheet.	Clothing, Teacher Resource Book, Activity 39
	* Read about shopping for apparel.	Clothing, Chapt. 20, pp. 228-239
	? ! 0 Answer the question, "Which is your favorite shopping source?" List the qualities you like about this place and compare with classmates.	
V.A.2. Analyze comparative shopping principles.	$? Visit a local store or have guest speaker discuss sale tactics.	
	* Read about Wardrobe Planning and Buying.	Contemporary Clothing, Chapt. 8, pp. 145-170 Clothing, Chapt. 21 & 22, pp 240-262
	? $ Find examples of apparel ads in magazines and analyze for amount of information given that would help in making wise shopping decisions.	
	? * $ Complete Smart Shopping Maze and How to Budget for Clothes	Clothing, Teacher's Activity Manual, pp. 43-46
	* # Complete "How to Pay."	Clothing, Teacher's Resource, Activity #42

TOPIC: The Consumer Has Rights!

Competency: V.B. Demonstrate the ability to interpret consumer rights, protection and responsibilities

Sub-competency		Suggested Learning Experiences	Resources
V.B.1. Explain consumer rights and protection.	*	Read about consumer rights and responsibilities.	Clothing, pp. 276-285
	0 ? $	Brainstorm ideas about the characteristics of a considerate and responsible shopper.	
	! ?	Write the words, "Consumer Rights," on the chalkboard. Students identify apparel consumer rights to which they are entitled.	
	! *	Complete "Who is Responsible?"	Clothing, Teacher's Resource, Activity #49
	* ! ? 0 $	Divide into groups and choose one of the consumer protection laws regulating apparel or housing industry to research and report to class their findings.	
V.B.2. Determine consumer responsibilities	? 0 #	Have a guest speaker from the Better Business Bureau speak to the students.	
	!	Students write a sample effective complaint letter to a manufacturer or store.	
	! & $	Students write articles for school newspaper about selecting fibers and fabrics, shopping to meet apparel and housing needs, how to use advertising labels and hangtags to gain information.	Textiles for Homes & People, Chapter 16, pp. 229-238 Clothing, Chapter 19-24 Contemporary Clothing, Chapter 2, pp. 20-36 Homes with Character, Chapter 18

TOPIC: Maintenance Requirements for Apparel and Housing

Competency: V.C. Plan for the care and maintenance of apparel and housing

Sub-competency	Suggested Learning Experiences	Resources
V.C.1. Demonstrate the care and maintenance of apparel.	* Read about fabric and clothing care	Clothing, Chapter 18, pp. 205-214
	? Compare prices of laundry products. % Test stain removal methods.	Teacher Resource, Activity #37 & 38, pp. 97 & 99
	? Identify reasons why clothing should 0 be sorted and washed in separate wash loads.	Contemporary Clothing, p. 197
	% Prepare a science project to show the differences between dry cleaning, wet cleaning and laundering.	Contemporary Clothing, p. 198
	% Select several spotting materials ? such as ink, nail polish, shoe 0 polish. Place stains on several * different types of fabrics. Age stains one week. Apply home methods of stain removal and observe results.	Contemporary Clothing, p. 198
	? Plan for storage of clothing and accessories -Organize closet and drawers -Draw a diagram of your closet or drawers to show how you maximize the storage space.	
	* Complete "Buying for Easy Care". !	Clothing, Teacher's Activity Manual, pp. 51-52

UNIT: V. Apparel and Housing Management

TOPIC: Maintenance Requirements for Apparel and Housing

Competency: V.C. Plan for the care and maintenance of apparel and housing

Sub-competency	Suggested Learning Experiences	Resources
V.C.2. Discuss the care and maintenance requirement for housing.	* Read about maintaining a home.	Homes with Character, Chapt. 20-22, pp. 388-430
	&, ?, #, ! Develop a plan for daily, weekly and occasional maintenance for a one room apartment and a six-room house. How will the tasks, schedule and equipment needs differ?	Homes with Character, p. 401
	!, ?, & Develop a list of safety rules related to care and maintenance for: -the home economics classroom -the student's living environment/home. -the school lunchroom	Safety In Idaho

TOPIC: Using Equipment and Supplies

Competency: VI.A. Demonstrate the ability to use equipment and supplies

Sub-competency		Suggested Learning Experiences	Resources
VI.A.1 Select sewing equipment and supplies	* $	Read about selecting sewing equipment and supplies	Clothing, Chapter. 3, pp. 366-372 Contemporary Clothing, Chapter 10, pp. 199-212
	! ? 0	Name and describe a variety of sewing tools and supplies.	"Learn the Lingo", Activity #66, p. 159, Clothing Teacher's Resource Book
	&	Construct bulletin board using sewing tools and supplies.	
VI.A.2. Demonstrate the ability to operate a sewing machine.	*	Read about the sewing machine.	Clothing, "Sewing Handbook" section, pp. 356-356
	* ! ?	Identify and label machine parts, using a copy of specific machine and complete worksheet.	Machine manual Activity #65, p. 157, TRB Clothing
		Practice operating machine on paper samples	Oklahoma Guide, HE 1-87.D, Unit 3, Job Sheets #4
	0	Practice threading machine and complete practical test.	Basic Teaching Skill, Teacher's Activity Manual, pp. 67-70

UNIT: VI. Apply Basic Sewing Skills APPAREL AND HOUSING

TOPIC: Using Pattern Guides

Competency: VI.B. Utilize the information found on pattern guides

Sub-competency	Suggested Learning Experiences	Resources
VI.B.1. Compare measurements with pattern.	* Read about taking personal measurments.	Clothing, "Sewing Handbook Section", pp.381-384 Contemporary Clothing, Chapter 11, pp. 214-220
	? Divide into groups of two and complete personal measurement chart.	Contemporary Clothing, p. 216
	# Measure a window and determine ? yardage needed for curtains or draperies.	
	& Design a "school" pillow. Determine # fabric and yardage requirements for ? making a quantity of pillows to sell.	

UNIT: VI. Apply Basic Sewing Skills APPAREL AND HOUSING

TOPIC: Using Pattern Guides

Competency: VI.B. Utilize the information found on pattern guides

Sub-competency		Suggested Learning Experiences	Resources
VI.B.2. Select fabric, pattern and notions.	# ? 0 *	View sample project. Discuss project criteria. Identify and list fabric, notion and equipment needs.	Quick, current, easy project.
		Read and discuss information on selecting pattern, fabric and notions.	Contemporary Clothing, pp. 220-224 Clothing, Chapter 23, pp.263-275
VI.B.3. Locate and describe the pattern information.	* !	Complete Pattern Guide Sheet activity.	Clothing, pp. 376-380 Contemporary Clothing, pp. 217-220 Activity #67, TRB, CLOTHING
	#	Use individual pattern envelope and study questions.	Oklahoma Guide
	? !	Complete "It's on the Envelope (Or Is It?)"	Clothing, Teacher's Activity Manual, pp. 81-82

TOPIC: Using Pattern Guides

Competency: VI.B. Utilize the information found on pattern guides

Sub-competency	Suggested Learning Experiences	Resources
VI.B.4. Adjust pattern according to measurements.	* 0 Read and discuss adjusting size of project. Adjustments of lengthening or shortening and increasing or decreasing width.	Clothing, pp. 381-384 Contemporary Clothing, pp. 226-232
	? # Observe demonstration on lengthening or shortening a pattern.	
	# ? Given a sample pattern, adjust length by adding or subtracting; adjust width by calculating amount needed, dividing and inserting or reducing.	Sample patterns for shirt, pants, duffle bag.

TOPIC: Using Pattern Guides

Competency: VI.B. Utilize the information found on pattern guides

Sub-competency		Suggested Learning Experiences	Resources
VI.B.5. Demonstrate pattern layout and cutting.	* !	Read and discuss preparing your fabric and pattern layout. Complete Fabric Facts. Cut out a project.	Clothing, "Sewing Handbook" section p. 384-390 Clothing Activity #68, Teacher's Resource Book
VI.B.6. Tranfer pattern markings to the project.	*	Read and discuss marking methods. Observe demonstration on pattern markings. Mark a project.	Clothing, pp. 390-392

UNIT: VI. Apply Basic Sewing Skills

TOPIC: Project Construction

Competency: VI.C. Construct a project.

Sub-competency		Suggested Learning Experiences	Resources
VI.C.1. Demonstrate basic construction skills.	*	Read about basic construction techniques.	Clothing, pp. 392-467 Contemporary Clothing, Chapt. 12, pp. 237-260
	?	Observe demonstrations of sewing techniques.	
	0		
	?	Identify specific techniques to be utilized in construction of selected project.	
	0		
VI.C.2. Complete project according to instructions.	*	Complete mapping out your pattern.	Clothing, Teacher's Resource, Activity #69, p. 165
	?	Construct a project selected from a group of suggestions.	

TOPIC: Project Construction

Competency: VI.C. Construct a project

Sub-competency	Suggested Learning Experiences	Resources
VI.C.3. Evaluate completed project.	!* O? Use teacher evaluation sheet designed to fit individual projects.	
	? ! Complete "Rate Your Work" to evaluate project.	Clothing, Teacher Resource Manual, p 95
	# ? Evaluate project by comparing cost of making to cost of buying ready-made.	Home Economics Basic Skills Guide, p. 118

UNIT: VII. Career Exploration — APPAREL AND HOUSING

TOPIC: Apparel and Housing Related Careers

Competency: VII.A. Explore careers related to apparel and housing

Sub-competency		Suggested Learning Experiences	Resources
VII.A.1. Identify qualifications and job skills needed for careers in apparel/ textiles and housing industry.	*	Read about careers in the apparel and housing industries.	Contemporary Clothing, Chapter 15,pp. 231-288 Clothing, Chapters 25-28, pp 288-334 Homes with Character, Chapter 24, pp. 456-475
	# ?	Calculate the hours left in their lifetime with the following formula to show how much time they have to implement their career goals. Subtract your age from 78 (life expectancy) = ____ x 365 days in a year = ____ x 16 hours in a day (8 hours sleep time) = ____ hours left.	Clothing Teachers Manual, p. 84
	! ?	Working in five groups, have students identify the skills necessary for on-the-job success in the career fields.	Clothing, pp. 290-294
	?	Make a collage entitled: "The Apparel and Textile Industry" by deviding the paper into five segments and placing pictures relating to one career in each segment.	
	?	Complete "Your Clothing Career Choices".	Clothing, TRB, Activity #52, P. 127
	* 0	Read about and discuss the careers related to housing.	Homes with Character, Chapter 24, pp. 456-475
	*	Survey the "want ads" in several newspapers for job opportunities in the housing field.	Homes with Character, p. 475

TOPIC: Apparel and Housing Related Careers

Competency: VII.A. Explore careers related to apparel and housing

Sub-competency	Suggested Learning Experiences	Resources
VII.A.2. Explore advantages and disadvantages of specific careers.	? Brainstorm the advantages and disadvantages which would accompany the careers discussed in "Your Clothing Career Choices" and the listing of housing related careers.	Clothing, Chapt. 26-28
	? O Discuss the social forces, scientific and technological advances that affect career paths of emerging workforce participants.	Clothing, Teacher's Manual, p. 84, #1
	? O Give each student a different ad for an apparel/housing related position. Ask: How would this job be helpful to you in your future career? What skills would you be developing? Other appropriate questions.	
	& ! Develop posters listing job titles in apparel and housing industries. Hang poster around the school.	Clothing, Teacher's Manual, p. 84, #2 after the lesson

UNIT: VII. Career Exploration APPAREL AND HOUSING

TOPIC: Apparel and Housing Related Careers

Competency: VII.A. Explore careers related to apparel and housing

Sub-competency	Suggested Learning Experiences	Resources
VII.A.3. Identify schools and training centers available.	Arrange for a guest speaker from a nearby training/vocational school.	ISU, CSI, LCSC, NIC, EIVTS, BSU, etc.
	* # Obtain and review literature available from the counselor's office. Figure the cost per year and the total cost of several training programs at several different facilities.	Counselors Advisory Board
	? * ! Compare degree-yielding programs at the university with certificate programs at vocational training centers and on-the-job training.	
	& Invite members of your advisory board to speak to the class.	

TOPIC: Relate Training Required to Career

Competency: VII.B. Determine progressive levels of related careers

Sub-competency		Suggested Learning Experiences	Resources
VII.B.1. Discuss entry levels of career opportunities.	*	Read and discuss the Career Profiels on pp. 197-217 in Clothing Teachers Resource Books.	Clothing, Chapt. 25-28
		List the entry level for each occupation discussed.	
		List the entry level jobs in housing occupations.	Housing Decisions, p. 297-310
		Do "Careers in Housing" word maze.	Housing Decisions Activity Guide, pp. 124-126
VII.B.2. Identify career clusters in housing and apparel.		Discuss career clusters and mobility between housing and apparel clusters.	Background reading Housing Decisions, Chapt. 13
		Do Activity #54, "The Design and Manufacturing Maze" or/and Activity #55, "Retailing Branches Out."	Clothing Teachers Resource Book, pp. 132-134
		Design a housing career cluster. Identify subclusters and component jobs available in your area.	

TOPIC: Applying Concepts and Skills Learned to Related Careers

Competency: VII.C. Investigate transferable job skills

Sub-competency	Suggested Learning Experiences	Resources
VII.C.1. Identify skills in apparel, textile, sewing and housing that can be applied to work.	* Read and discuss Chapter 29. Relate this information to skills students have developed in apparel and housing. List skills acquired during this class. Consider additional skills needed to begin work in the various entry level jobs.	Clothing, Chapt. 29
VII.C.2. Relate skills to clothing and housing cottage industries and entrepreneurship opportunities.	Define cottage industry and entrepreneurship and list cottage industries functioning in your area. Identify small business terminology and techniques. List advantages and disadvantages in "in-home" industry and small business. Invite a guest speaker to come and explain how he/she began her/his own business.	Advisory Board Clothing, Chapt. 29 Homes with Character, Chapt. 24

APPAREL AND HOUSING RESOURCE LIST

Text Recommendations:

Weber, Janette; Clothing; Bennett & McKnight Publishing Co., 1986
ISBN 0-02-640160-6 (student text)
ISBN 0-02-639980 (teachers manual)
ISBN 0-02-640190-8 (teacher's resource book)

Craig, Hazel Thompson; Homes With Character, 5th edition, Bennett & McKnight Co., 1987
ISBN 0-02-668040-8 (student text)
ISBN 0-02-668060-2 (teacher's resource guide)

Other Resources:

Lyle, Dorothy S. and Brinkley, Jeanne; Contemporary Clothing, Bennett & McKnight Co., 1983, ISBN 87002-381-0 (teacher's resource guide and activity guide available)

Faiola, Theodora, and Pullen, JoAnn; The McGraw-Hill Guide To Clothing, Webster Division, McGraw-Hill Book Co., 1982
ISBN 0-07-01855-1 (student text)
ISBN 07-019856-X (teacher's activity manual)

Geringer, Susan; Fashion: Color Line, and Design, 3rd edition, Glencoe Publishing Company, 1986
ISBN 0-02-682880-4 (student text)
ISBN 0-02-682890-1 (instructors guide)

Home Economics Basic Skills Guide; Los Angeles School District, Glenco Publishing Co., 1986 ISBN 0-02-640050-2

J. C. Penney Company, Inc.; 1301 Avenue of the Americas, New York, NY 10019

Lewis, Evelyn L.; Housing Decisions, Goodheart-Wilcox, 1984,
ISBN 0-87006-472-X (student text)
ISBN 0-87006-474-6 (instructor's guide)
ISBN 0-87006-473-8 (activity guide)

Ohio Guide: What To Do Regarding Meeting Personal & Family Textile Needs

Oklahoma Guide: Personal Clothing Management and Housing Unit; 1985 edition

Safety in Idaho; Voc. Ed. 223, July 1986, Idaho State Division of Vocational Education, 650 West State Street, Boise, Idaho 83720

Touchie-Specht, Phyllis and Kefgen, Mary; Individuality in Clothing Selection and Personal Appearance, 4th edition, Macmillan Publishing Company, 1986 ISBN 0-02-362560

Vanderhoff, Frank, Campbell; Textiles for Homes and People, Ginn and Co., 1985 ISBN 36920-7 (teachers guide available)

Vanderhoff, Maril; Clothes, Clues and Careers, revised edition, Ginn and Co., 1984

ISBN 41929-8 (student text)
ISBN 0-663-31103-9 (teacher's guide)
(activity guide available)

Filmstrips:

Reflection of You, Glencoe, 17227 Ventura Boulevard, Encino, CA 91316
Home for the Life Cycle, Glenco
Homes are for People, J.C. Penney

Movie:

Decorating With Color and Pattern, Karola Media, 22 Riverview Drive, Wayne, NJ, (free loan)

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IDAHO

HOME ECONOMICS

Parenting and Child Development

Curriculum Guide
Semester Length Course
Grades 10-12

Idaho State Division of Vocational Education
Vocational Home Economics, 1987

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PARENTING AND CHILD DEVELOPMENT

RATIONALE: Lifestyle trends and changes have a major effect on parenting choices and child development. Parenting skills can be learned. These skills will facilitate a positive attitude toward growth and development of children. A basic appreciation and understanding of the physical, psychological, cognitive and economic preparation is essential for parenting and career decisions. Learning to address situations that occur throughout the lifespan is of benefit to individuals, families and society.

The focus is on the student as a consumer and a homemaker. The student should be able to:

* Determine the level of physical, emotional and psychological maturity necessary for parenthood.
* Identify the stages of prenatal development and the child birth process.
* Identify skills that facilitate parenting.
* Relate the application of parenting skills to the development level and care of the child.
* Analyze the issues involved in parenting as a result of differences in individual and family situations.
* Evaluate child care services.
* Identify stages and determine coping strategies in the family lifespan.
* Explore careers in child development and parenting.

Parenting and Child Development: A semester length course in which parenting skills and choices are explored. Emphasis is on parenting decisions, stages in child development, relationships within families, appropriate family coping strategies, evaluation of child care services, and careers available in child development and parenting related areas.

Scope and Sequence

Unit	Time	Topics
Maturity and Parenthood	2 weeks	A. Nurturing children B. Historical and cultural factors C. Parenting decisions and responsibilities D. Preparation for parenthood
Prenatal Development and Childbirth	3 weeks	A. Pregnancy B. Prenatal development C. Childbirth preparation D. Emotional responses
Parenting Skills	2 weeks	A. Environmental influences on child development B. Parent-child communications C. Guiding behavior D. Nurturing children
Development Levels	5 weeks	A. Infant growth and development B. Toddler growth and development C. Pre-schooler growth and development D. A pre-school situation
Parenting Issues	2 weeks	A. Options for pregnant teens B. Stress C. Effects of divorce on individuals D. Parenting in a single parent family E. Child abuse F. Parenting special needs children
Child Care Services	1 week	A. Dual career family B. Child care services

The Family Lifespan	1 week	A. Family lifecycle B. The elderly in our society C. Death in the family
Related Careers	1 week	A. Careers that use parenting skills B. Transferable skills

COURSE OUTLINE

I. Maturity and Parenthood.

A. Understand that effective nurturing of children is aided by knowledge of child growth and development.

1. Identify the role of the individual on the family structure.
2. Differentiate between the areas of physical, intellectual, social and emotional growth and development.
3. Describe how knowledge of child development supports the nurturing of a child.

B. Recognize the differences between child rearing practices of past, present and future.

1. Analyze parenthood practices that occurred in the past.
2. Compare child rearing practices of foreign countries and the United States.
3. Describe factors influencing child rearing practices today.

C. Identify responsibilities of parenting.

1. Distinguish between myths and realities of parenthood.
2. Assess the implications of parenting on one's lifestyle.
3. Analyze factors that influence the decision to become a parent.
4. Discuss factors that influence family planning.
5. Identify the financial responsibility of parenthood.
6. Determine the parental responsibilities necessary for the social development of the child.
7. Define children's rights and parents' rights. Determine the parents' responsibilities to protect the rights of both children and parents.

D. Identify skills needed in preparation for parenthood.

1. Identify alternative ways to provide for physical necessities of the child.
2. Identify ways parents can provide for the child's future needs.
3. Appraise ways in which parents encourage children to develop their individual potential.

II. Prenatal Development and Childbirth

A. Differentiate between the stages of prenatal development.

1. Distinguish between facts and myths associated with pregnancy.
2. Recognize cause and signs of pregnancy.
3. Evaluate the medical resources and prenatal care available through various agencies.

B. Compile factors which influence prenatal development.

1. Analyze the effect of drugs, illnesses and environment on the unborn child.
2. Generalize on the effects of the attitudes of the family in relation to the unborn child.
3. Distinguish the significant effect of prenatal nutrition on the pregnant and lactating woman and unborn child.

C. Determine skills necessary in preparation for childbirth.

1. Identify ways parents-to-be can prepare themselves for the birth of a baby emotionally, mentally and physically.
2. Describe possible signs of approaching delivery.
3. Identify and define the terms used in labor and delivery.
4. Differentiate between types and stages of labor and birth process.
5. Relate different options for delivery.
6. Identify ways the father and the family can participate in childbirth.
7. Describe the crucial components in the process of bonding.

D. Relate to becoming a parent.

1. Define the emotional problems during pregnancy.
2. Interpret emotional and physical problems following delivery.

III. Parenting Skills

A. Illustrate the importance of providing an environment that encourages growth and development.

1. Analyze the child's environment including home, significant others, peers, community and society as a whole.
2. Determine health and safety practices important to the child's environment.

B. Identify how establishing and maintaining parent-child communication promotes effective child development.

1. Apply communication processes in expressing ideas and feelings to others.
2. Develop listening and understanding techniques related to expressing ideas and feelings.
3. Determine how communication patterns developed within the home influence the child's ability to communicate with others.

C. Summarize the pros and cons involved in guiding the behavior of developing children.

1. Identify effective discipline techniques.
2. Demonstrate effective discipline geared toward the child's age and development.

D. Analyze the importance of nurturing children.

1. Discuss the pros and cons of children in an open and affectionate environment.
2. Discuss various nurturing techniques used in parenting skills.

IV. Development Levels

A. Explain the stages of infant growth and development

1. Identify the physical growth and developmental stages and care of infants (Birth to 1).
2. Identify the emotional and social growth and developmental stages of infants (Birth to 1)
3. Identify the mental growth and developmental stages of infants (Birth to 1)

B. Explain the stages of toddler growth and development

1. Identify the physical growth and developmental stages of toddlers (1-3)
2. Identify the emotional and social growth and development and care of toddlers (1-3)
3. Identify the mental growth and developmental stages of toddlers (1-3)

C. Explain the stages of pre-schooler growth and development

1. Identify the physical growth and developmental stages of pre-schoolers (3-6)
2. Identify the emotional and social growth and developmental stages of pre-schoolers (3-6)
3. Identify the mental growth and developmental stages of pre-schoolers (3-6)

D. Apply skills learned to a preschool/playschool situation.

1. List student responsibilities to carry out a preschool/playschool.
2. Through observation summarize the progress of children in the preschool/playschool.
3. Coordinate activities that stimulate children's physical, intellectual, social and emotional growth.

V. Parenting Issues

A. Explore options for pregnant teens.

1. Analyze adoption as an option.
2. Analyze teenage marriage as an option.
3. Analyze teenage single parenting as an option.
4. Analyze abortion as an option.

B. Identify the signs and causes of stress.

1. Describe how to deal with childhood stress.
2. Describe how to deal with parental stress.

C. Evaluate the various effects divorce may have on individuals.

1. Describe the factors believed to be causes for the rising number of divorces.
2. Examine the personal adjustments that must be made following a divorce.
3. Analyze positive means of dealing with divorce.

D. Summarize factors that affect parenting in a single parent family.

1. Compare the problems of single parenting.
2. Describe the rewards of single parenting.

E. Identify factors that are associated with child abuse.

1. Recognize physical child abuse.
2. Recognize verbal/emotional child abuse.
3. Recognize sexual child abuse.
4. Explain laws and procedures to follow in abuse cases.

F. Analyze the challenges involved in parenting special needs children.

1. Describe attitudes toward special needs children.
2. Identify resources for families with special needs children.
3. Analyze feelings about special needs children.
4. Empathize with special needs conditions.

VI. Evaluate Child Care Services

A. Explain the unique situations in a dual career family.

1. Identify characteristics in a dual career family.
2. Compare dual career family.

B. Identify procedures necessary to select child care services.

1. State reasons why the need for child care centers has increased.
2. Compare advantages and disadvantages of a quality child care center.
3. List city and state standards for licensing child care centers
4. Compare the types of child care services available.
5. Set up criteria to evaluate a child care center.

VII. The Family Lifespan

A. Identify the family lifecycle.

1. Cite beginning family and concerns.
2. Define the concerns of the child-bearing family.
3. Identify the concerns of the family with school children.
4. Identify factors involved in the "empty nest syndrome."
5. Explain the concerns of the family launching careers.
6. Explain the concerns of the aging family.

B. Identify problems faced by the elderly in our society.

1. Cite the effect of poor or inadequate living conditions.
2. Assess the impact of loneliness on the elderly adult.
3. Discuss the isolation of the elderly adult.
4. Recognize physical limitations of the elderly adult.

C. Recognize the short and long term effects of death in the family.

1. Discuss the stages of death and dying.
2. Explain the legal aspects of death.
3. Locate coping resources available.

VIII. Related Careers

A. Investigate careers that use parenting skills.

1. Name careers that use parenting skills and knowledge.
2. Identify personal qualities which contribute to job satisfaction and success in working with children/aging persons.
3. List personal satisfactions which may be realized.
4. Research information about a career which uses parenting skills and knowledge.

B. Determine transferable skills.

1. Organize management of home and family life.
2. Explore job opportunities for work with children and elderly

TOPIC: Nuturing Children

Competency: I.A. Understand that effective nurturing of children is aided by knowledge of child growth and development

Sub-competency		Suggested Learning Experiences	Resources
I.A.1. Identify the role of the individual in the family structure.	? 0	Discuss the different types of family lifestyles, for example, blended, single parent, individual, extended.	
	* !	Complete pretest "Families USA."	Pretest Key Idaho Guide, Independent Living, pp. f-2 - f-7 slides and scripts
I.A.2. Differentiate between the areas of physical, intellectual, social and emotional growth and developments.	* ! 0	Read about children.	The Developing Child, Chapt. 1, pp. 13-23 Child Dev. Parenting and Teaching
		Discuss the importance of studying children.	
		Identify the four areas of child development	Iowa Guide, p. 11
		Discuss how patterns of growth and development are similar.	
	! ?	Complete worksheet #1, "Why Learn About Children?"	Child Dev. Parenting and Teaching, Activity Guide, pp. 1-3

TOPIC: Nurturing Children

Competency: I.A. Understand that effective nurturing of children is aided by the knowledge of child growth and development

Sub-competency	Suggested Learning Experiences	Resources
I.A.3. Describe how knowledge of child development supports the nurturing of a child.	Invite a panel of parents to talk about their expectations of children's development. Tell how their children developed as compared to what they expected and differences observed from child to child.	Iowa Guide, p. 16

TOPIC: Historical and Cultural Factors

Competency: I.B. Recognize the differences between child rearing practices of past, present and future

Sub-competency		Suggested Learning Experiences	Resources
I.B.1. Analyze parenthood practices that occurred in the past.	*	Read about childhood. Complete review. Answer questions.	The Developing Child, Chapt. 2, pp. 25-36
	!	Using resources, outline historical attitudes concerning children. Use fact sheet #1 as suggested in outline.	New Mexico Guide Appendix, p. 2, Sheet 1
	0 !	Interview an older person (parent, grandparent, relative) using assignment sheet #2.	Parenting: Living in Families Effectively, LIFE 11-C - 12-C, Assignment #2
	? 0	Summary discussion of interview.	Parenting:LIFE 45-C
I.B.2. Compare child rearing practices of foreign countries and the United States.	* ! 0	Using resources, write a one page report on any country and its child rearing practices. Present oral report to the class.	

TOPIC: Historical and Cultural Factors

Competency: I.B. Recognize the differences between child rearing practices of past, present and future

Sub-competency	Suggested Learning Experiences	Resources
I.B.3. Describe factors influencing child rearing practices today.	* ! Review factors that influence child rearing.	The Developing Child, pp. 30-32
	! ? Write a short paper on parenting in the future. Factors that influence child rearing that might be discussed in the paper: socio economic education size of family - number health of parents values system technology - TV working parents single parent health of children nuclear or extended family mobility	
	? Analyze effects of television on children.	Ohio Guide, pp. 389-392
	? Watch a television show with children. Record their reactions. Share your findings.	
	! ? List values you believe are being taught to children by television. Assign each a rating. Why is this issue important to us, families, our society?	

TOPIC: Parenting Decisions and Responsibilities

Competency: I.C. Identify responsibilities of parenting

Sub-competency	Suggested Learning Experiences		Resources
I.C.1. Distinguish between myths and realities of parenthood.	? 0	Analyze the difference between myths and realities of parenthood.	Chapt. 2, Child Dev: Parenting and Teaching
	!	Respond to questionnaire, "Parenting: Do You Have What It Takes?"	Child Dev: Parenting and Teaching, Chapt. 2, p. 5-7, Activity Guide
I.C.2. Assess the implications of parenting on one's lifestyle.	?	Panel discussion: young parents, older parents, single parent, large family parent, single child parent.	Parenting:LIFE 25C-490 Guest speakers
	! ?	Discuss and list adjustment that a -Mother must make. -Father must make. -Sibling must make.	

UNIT: I. Maturity and Parenthood — PARENTING AND CHILD DEVELOPMENT

TOPIC: Parenting Decisions and Responsibilities

Competency: I.C. Identify responsibilities of parenting

Sub-competency		Suggested Learning Experiences	Resources
I.C.3. Analyze factors that influence the decision to become a parent.	! * ?	Discuss factors that influence the decision to become a parent.	Parenting:LIFE 13-C
		Assignment sheet: Evaluate your personal attitude toward children, parents and parenting.	New Mexico Guide p. 27
	0	Debate: "People are happier if they don't have children."	
I.C.4. Discuss factors that influence family planning.	* ! ?	Define and discuss planned parenthood, spacing, genetic counseling and birth control.	Planned Parenthood of Idaho March of Dimes, Boise
	? !	Read and discuss study guide.	The Developing Child, Chapt. 3, pp. 38-58 Student Guide, pp. 17-21 New Mexico Guide, p. 30

TOPIC: Parenting Decisions and Responsibilities

Competency: I.C. Identify the responsibilities of parenting

Sub-competency	Suggested Learning Experiences	Resources
I.C.5. Identify the financial responsibility of parenthood.	$ # * Read and discuss study guide. Identify financial cost of rearing children.	The Developing Child, Chapt. 3, pp. 58-67
	$ # Estimate the cost of rearing a child.	New Mexico Guide pp. 32-41 Parenting:LIFE 47C-48C; 65C-67C
I.C.6. Determine the parental responsibilities necessary for social development of the child.	& 0 ? ! Conduct a survey on parental responsibility. Analyze and interpret.	Parenting:LIFE 70C-71C New Mexico Guide, p. 50

UNIT: I. Maturity and Parenthood PARENTING AND CHILD DEVELOPMENT

TOPIC: Parenting Decisions and Responsibilities

Competency: I.C. Identify the responsibilities of parenting

Sub-competency	Suggested Learning Experiences	Resources
I.C.7. Define children's rights and parents' rights. Determine the parents' responsibility to protect the rights of both children and parent.	! Individually write a "Child's Bill of Rights." ? Individually write a "Parent's Bill of Rights." Compare with major points included in Child's Bill of Rights, Box 2.2. ! Summarize: Complete the sentence: When I am a parent my legal responsibilities to my child and myself will be....	Parenting:LIFE 99C-104C New Mexico Guide, pp. 54-58 Child Dev: Parenting and Teaching, pp. 17-18

UNIT: I. Maturity and Parenthood — PARENTING AND CHILD DEVELOPMENT

TOPIC: Preparation for Parenthood

Competency: I.D. Identify skills needed in preparation for parenthood

Sub-competency		Suggested Learning Experiences	Resources
I.D.1. Identify alternative ways to provide for physical necessities of the child.	! 0	List basic physical needs of children. Discuss the importance of diet, equipment, clothing and medical needs.	New Mexico Guide, pp. 45-46; p. 69, p. 70 Worksheet 1
I.D.2. Identify ways parents can provide for the child's future needs.		Identify the types of educational facilities available (i.e., home study, parochial and public schools, college).	New Mexico Guide, p. 71
	? ! &	Create a pamphlet on the responsibilities that parents have in educating their children.	New Mexico Guide, Worksheet #1, p. 72

UNIT: I. Maturity and Parenthood

PARENTING AND CHILD DEVELOPMENT

TOPIC: Preparation for Parenthood

Competency: I.D. Identify skills needed in preparation for parenthood

Sub-competency		Suggested Learning Experiences	Resources
I.D.3. Appraise ways in which parents encourage children to develop their individual potential.	O	Discuss information sheet. Guest speaker from Health & Welfare on the cost of welfare services.	New Mexico Guide, pp. 74-75, Worksheet #1

TOPIC: Pregnancy

Competency: II.A. Differentiate between the stages of prenatal development

Sub-competency		Suggested Learning Experiences	Resources
II.A.1. Distinguish between facts and myths associated with pregnancy.	* !	Take prenatal development pretest. Using resources find answers to each question.	Ohio Guide, HD, p. 361
	* ? 0	Distribute statements that are either "facts or fallacies" of pregnancy. Have student determine if their statement is a fact or fallacy; share and discuss with class.	Parenting:LIFE 57-B
II.A.2. Recognize cause and signs of pregnancy.	! $?	Using resources, list signs of pregnancy. Identify types of tests given to confirm pregnancy, including home tests. List reasons why it is important to diagnose pregnancy early. Invite a doctor, nurse or midwife to describe the signs of pregnancy and the importance of care early in pregnancy.	Parenting:LIFE 59-B Ohio Guide, HD, p. 355

TOPIC: Pregnancy

Competency: II.A. Differentiate between stages of prenatal development

Sub-competency	Suggested Learning Experiences	Resources
II.A.3. Evaluate the medical resources and prenatal care available through various agencies.	! ? List alternatives for medical care during pregnancy.	Ohio Guide, HD, p. 356
	$ Identify factors in selecting medical care.	
	& $! Working in groups determine what provisions are made in your community for low or no-cost prenatal care.	
	! ? React to a health care provider speaking on their philosophy of prenatal care.	Guest speaker (midwife, RN, OB GYN)
	& ! ? 0 In groups compile a list of ten questions to ask the doctor during first visit. What attributes do you want in a doctor?	
	Share your group's questions with the rest of the class.	

TOPIC: Prenatal Development

Competency: II.B. Compile factors which influence prenatal development

Sub-competency	Suggested Learning Experiences	Resources
II.B.1. Analyze the effect of drugs, illnesses and environment on the unborn child.	* 0 ? Read about considerations before pregnancy. Complete and discuss "Review of Birth Defects," and related case study.	The Developing Child, Chapt. 3, pp. 39-67 Student Guide, Activities #3 and #4
	! ? 0 % Give each student a "mock" pregnancy test result (either positive or negative). They are to write what they would do "if"...then give them life situations. Respond according to lab result. Examples: offered a drink, smoking, have a cold, cup of coffee. Discuss answers.	
	? Ask: What are healthy living habits? In groups trace a body on paper. Cut out of magazines examples of healthy habits; glue on body. Have them explain to class these healthy labels and how they relate to pregnancy.	
	0 View and discuss films on effect of environmental agents on fetus. "Healthier Babies" "Alcohol: Crisis for the Unborn" "Born Hooked"	March of Dimes films

TOPIC: Pregnancy

Competency: II.B. Compile factors which influence prenatal development

Sub-competency		Suggested Learning Experiences	Resources
II.B.2. Generalize on the effects of the attitudes of the family in relation to the unborn child.	* ! ?	Complete How do you feel about being a parent?	Ohio Guide, HD, p. 319
	! ?	Summarize your feelings and attitudes toward children in a short paragraph. What would happen to you if you had a child and you had negative feelings about children? What would your family be like? What would our society be like?	
	? !	In three groups select one of the given methods of coping with the emotions of parenthood. List advantages and disadvantages of that method.	Ohio Guide, HD, p. 359
	0 ?	Complete "Attitude Continuum: Role of Fathers and Others in Pregnancy. Discuss answers. Identify values underlying responses and relate to effects on unborn child.	Ohio Guide, HD, p. 362

TOPIC: Pregnancy

Competency: II.B. Compile factors which influence prenatal development

Sub-competency		Suggested Learning Experiences	Resources
II.B.3. Distinguish the significant effect of prenatal nutrition on the pregnant and lactating woman and unborn child.	*	Read about prenatal development	The Developing Child, Chapt. 4, pp. 69-91
	% 0	Have students review what they ate over the last 24 hours. Complete "Analyzing Your Daily Diet" and discuss questions.	Student Guide, Activity #4, p. 37
	? &	Make a poster on some aspect of prenatal nutrition. Display in a prominent place or donate to social service agency working with pregnant women.	Teacher's Resource Guide, The Developing Child, p. 15
	0	View and discuss "Great Expectations".	March of Dimes
	! ?	React to a public health nutritionist speaking to the class about the WIC program. Relate to prenatal nutrition.	Guest speaker

TOPIC: Childbirth Preparation

Competency: II.C. Determine skills necessary in preparation for childbirth

Sub-competency		Suggested Learning Experiences	Resources
II.C.1. Identify ways parents-to-be can prepare themselves for the birth of a baby emotionally, mentally and physically.	*	Review prenatal development.	The Developing Child, Chapt. 4, pp. 69-79
	0 &	Write each month through the ninth month on an index card. Write development level on card. Report findings to class; write on poster and display.	
	*	Read about expenses of a baby in the family.	Text, Chapt. 3, pp. 61-67
	$? #	In groups list the items needed the first year of a child's life. Using catalogs, estimate costs. Evaluate low cost items in newspaper and compare savings.	catalogs
	0 ?	Review and discuss changes in a lifestyle a child will bring. How do you prepare for these changes, cover family budget, recreation, work-marriage relationship.	Parenting:LIFE 25C-49C
		Summarize parental and family adjustments.	Parenting:LIFE 69C-72C
	? 0 !	What would you like to learn about pregnancy. List all your questions on chalkboard. Is learning these topics important for you, your family, society? Make a crossword puzzle or word scramble for Terms to Learn.	Ohio Guide, HD, p. 333 Text, Chapt. 4, p. 69
II.C.2. Describe possible signs of approaching delivery.	*	Read about the baby's arrival.	Text, Chapt. 5, pp. 105-124
	! 0	Answer questions and discuss.	Student Guide, Activity #1, p. 39

TOPIC: Childbirth Preparation

Competency: II.C. Determine skills necessary in preparation for childbirth

Sub-competency	Suggested Learning Experiences	Resources
	% Review possible signs of approaching delivery. Define terminology used in labor and delivery.	Parenting:LIFE 67-B
II.C.3. Identify and define the terms used in labor and delivery.	! ? React to a childbirth indicator from local hospital. Explain equipment used during labor and delivery.	
	% ? Visit hospital labor and delivery room and nursery.	The Developing Child Student Guide Activity #4, p. 46
	* Review terms in labor and delivery by playing review bingo.	The Developing Child Teacher's Resource Guide, p. 65
II.C.4. Differentiate between types and stages of labor and birth process.	* % ! Give each student a stage of labor (first, second, third). Have them list (using text) what occurs during each stage. Put papers on wall and have each student put one fact under each stage.	
	0 Complete "check your knowledge," The Baby's Arrival. Discuss in class.	Text Teacher's Resource Guide, pp. 60-61

TOPIC: Childbirth Preparation

Competency: II.C. Determine skills necessary in preparation for childbirth

Sub-competency		Suggested Learning Experiences	Resources
II.C.5. Relate different options for delivery.	?	Evaluate responses to a panel of men and women describing their labor and delivery experiences.	Guest speakers
	!	Students respond in writing to comments made. List different options for delivery.	
	* ? $!	Investigate different options for delivery. Present findings to class (home birth, clinic, midwife, OB GYN, GP).	
	0	Describe different types of childbirth. Have students select one and list reasons they chose that method.	Text Teacher's Resource Guide, p. 63-64
II.C.6. Identify ways the father and the family can participate in childbirth.	0 ! &	Survey five recent fathers on their involvement in the birth of their child. Discuss ways they participated in their child's birth.	
	0	In small groups list reasons why a father and family should participate in childbirth. Then list how (e.g., in labor room, visits to doctor, birth plan).	
	?	Make a "birth plan" to include participation of the father.	
	0 ? * &	In groups debate: "The role of the expectant father is important to the health of both mother and child during pregnancy." The first groups will present the argument against the statement and the second group will present arguments for the statement. The last groups will decide which is best for the family.	Ohio Guide, HD, p. 334

TOPIC: Childbirth Preparation

Competency: II.C. Determine skills necessary in preparation for childbirth

Sub-competency	Suggested Learning Experiences	Resources
II.C.7. Describe the crucial components in the process of bonding.	O ? Invite guest speaker from LaLeche League to discuss bonding and the role breastfeeding plays.	Guest speaker
	? Form a class definition of bonding. O Brainstorm ways bonding occurs.	
	? List several types of birth ! (Caeserean, premature, adoption, natural). Identify ways a parent can bond with the child in each type of birth.	
	? View film, "Nurturing." How is ! bonding explained in the movie.	Health, Education & Welfare Film Library

TOPIC: Emotional Responses

Competency: II.D. Relate to becoming a parent

Sub-competency		Suggested Learning Experiences	Resources
II.D.1. Define the emotional problems during pregnancy.	? 0	Imagine you are pregnant. List all the emotions (fears, joys) you feel. How do you cope with these. List sources of support during pregnancy.	
	* ? 0	Read quotes from expectant parents and identify the conflicting emotions in each situation. Using these emotions brainstorm a list of emotions experienced by mothers and fathers and children during pregnancy.	Ohio Guide, HD, p. 358-359
	? 0	Discuss the implications of these emotions on the family and society. What would happen if these feelings were ignored?	
II.D.2. Interpret emotions and physical problems immediately following delivery.	*	Read Case Study.	The Developing Child, p. 113
	0	Discuss emotional problems associated with a physical problem.	
	0 ?	Role play situations involving emotional and physical problems following delivery: -Baby born with birth defect -Female still looks pregnant after delivery -Baby cries all night -Mother is unable to walk due to episiotomy -Father feels left out -Siblings resent new baby	

UNIT: III. Parenting Skills

TOPIC: Environmental Influences on Child Development

Competency: III.A. Illustrate the importance of providing an environment that encourages growth and development

Sub-competency		Suggested Learning Experiences	Resources
III.A.1. Analyze the child's environment including home, significant others, peers, community and society as a whole.	*	Using resources list and define the needs of children to include emotional, mental, social and physical needs.	The Developing Child, Chap. 5, pp. 119-124
	* ? 0 !	Write a role play situation relating to environment and development. Role play family, peer and community situation to illustrate positive and negative environment factors.	
III.A.2. Determine health and safety practices important to the child's environment.	*	Read about safety.	The Developing Child, Chap. 15, pp. 382-391
	?	Students evaluate the consumer homemaking department for child safety. Evaluate their home for child safety.	
		Discuss automobile safety.	
		Speaker: school nurse on First Aid.	School nurse
	0 &	Role play situations requiring First Aid.	
		View filmstrip "Child Safety in the Home." Discuss how keeping children safe encourages growth and development.	Filmstrip Child Safety in the Home, Assoc. for Childhood Ed. International

TOPIC: Environmental Influences on Child Development

Competency: III.B. Identify how establishing and maintaining parent-child communication promotes effective child development

Sub-competency		Suggested Learning Experiences	Resources
III.B.1. Apply communication process in expressing ideas and feelings to others.	? 0	Have each student take an undetermined amount of yarn. After all students have yarn, they will wrap it around their finger while discussing: How I feel when...(speak until all yarn is around finger). Pantomine emotions such as anger, love, frustration, envy.	
III.B.2. Develop listening and understanding techniques related to expressing ideas and findings.	? 0	Students divide a large piece of paper into four parts and use it to draw or write their responses to four questions such as: The most important thing for a child is...	

TOPIC: Environmental Influences on Child Development

Competency: III.B. Identify how establishing and maintaining parent-child communications promotes effective child development

Sub-competency		Suggested Learning Experiences	Resources
III.B.3. Determine how communication patterns developed within the home influence the child's ability to communicate with others.	? !	Observe a kindergarten class/preschool/day care to observe different communication and social skills. Speaker: Expert on communication skills. Speak on "Failure to communicate" or "Poor communication pattern."	Oklahoma Guide, Home Ec. II, HE II-25E Assignment #1

TOPIC: Environmental Influences on Child Development

Competency: III.C. Summarize the pros and cons involved in guiding the behavior of developing children

Sub-competency		Suggested Learning Experiences	Resources
III.C.1. Identify effective discipline techniques.		Define discipline.	The Developing Child, Chapt. 10, pp. 253-357
	0 ?	Identify discipline styles of parenting (permissive, democratic and authoritarian).	Ohio Guide, HD, p. 385
	!	Observe children and parents in disciplinary situations, i.e., grocery store, church and family situations. Write a summary about these situations.	Child Dev: Parenting and Teaching, Chapt. 12, pp. 177-190; Chapt. 13, pp. 193-214
		"Parenting Methods" worksheet. Individually do "Guiding Behavior of Children Inventory."	Ohio Guide, HD, p. 384
III.C.2. Demonstrate effective discipline geared toward the child's age and development.	! ?	Complete worksheets on discipline.	The Developing Child, Teacher Resource Guide, Chapt. 10, pp. 90-91 Child Dev: Parenting and Teaching, Activity Guide, pp. 45-54

TOPIC: Environmental Influences on Child Development

Competency: III.D. Analyze the importance of nurturing children

Sub-competency	Suggested Learning Experiences	Resources
III.D.1. Discuss the pros and cons of children in an open and affectionate environment.	* ? 0 Describe a family environment you are aware of that is open and loving. Describe one that is restrictive and not loving. Contrast and compare. Discuss with class. & ! In groups compile a list of responses to children that are loving and encourage growth of self esteem.	The Developing Child, Chapt. 10, pp. 257-259
III.D.2. Discuss various nurturing techniques used in parenting skills.	? 0 & In groups formulate a definition of nurturing. Share definition with class and discuss. ! Write a paragraph (using definition): I feel nurtured when... (apply to parenting skills needed).	

TOPIC: Infant Growth and Development

Competency: IV.A. Explain the stages of infant growth and development

Sub-competency		Suggested Learning Experiences	Resources
IV.A.1. Identify the physical growth and developmental stages of infants (Birth-1).	* !	Read about baby's physical development in first year.	The Developing Child, Chapt. 6, pp. 125-161
		Complete study guide.	Student Guide, Chapt. 6, pp. 47-49
		Invite mothers with infants to come to class.	
		Observe and discuss the physical growth and developmental stages and care of infants.	
	% ? & 0	Show filmstrip/video about infant's first months. Discuss classroom activities.	See Resource list.
IV.A.2. Identify the emotional and social growth and developmental stages of infants (Birth-1).	* !	Read about emotional and social development during first year.	Text, Chapt. 7, pp. 163-168
		Complete study guide.	Student Guide, Chapt. 7, pp. 55-57
	? 0	Observe and discuss the emotional and social growth and developmental stages and care of infants.	babies brought into class.
	% ? & 0	Show filmstrip/video about infant's emotional and intellectual development. Discuss. Do classroom activities.	See Resource list.

TOPIC: Infant Growth and Development

Competency: IV.A. Explain the stages of infant growth and development

Sub-competency	Suggested Learning Experiences	Resources
IV.A.3. Identify the mental growth and developmental stages of infants (Birth-1).	* ! Read about intellectual development during first year.	The Developing Child, Chapt. 8, pp. 185-206
	Complete study guide.	Student Activity Guide, Chapt. 8, pp. 65-68
	0 Observe and discuss the mental growth and developmental stages and care of infants.	
	% ? & 0 Review a filmstrip/video on infant's emotional and intellectual development. Discuss. Do classroom activities.	See Resource list.

TOPIC: Toddler Growth and Development

Competency: IV.B. Explain the stages of toddler growth and development

Sub-competency	Suggested Learning Experiences		Resources
IV.B.1. Identify the physical growth and developmental stages of toddlers (1-3).	* !	Read about physical development during one year to three years.	The Developing Child, Chapt. 9, pp. 208-237
		Complete study guide.	Student Guide, Chapt. 9, pp. 75-78
	? 0	Observe and discuss the physical growth and developmental stages and care of toddlers.	
	%? &0	Show a filmstrip/video on physical care and development of toddlers. Discuss. Do classroom activities.	See Resource list.
	*? 0& !$ %	Plan and conduct a preschool in conjunction with parenting and child development.	Oklahoma Guide
IV.B.2. Identify the emotional and social growth and development and care of toddlers (1-3).	* !	Read about emotional and social development of toddlers, one to three years.	Text, Chapt. 10, pp. 239-269
		Complete study guide.	Student Guide, Chapt. 10, pp. 85-88
	? 0	Observe and discuss the emotional and social growth developmental stages and care of toddlers.	
	%/ &0	Show a filmstrip/video on emotional and mental growth of toddlers. Discuss. Do classroom activities.	See Resource list.

TOPIC: Toddler Growth and Development

Competency: IV.B. Explain the stages of toddler growth and development

Sub-competency		Suggested Learning Experiences	Resources
IV.B.3. Identify the mental growth and developmental stages of toddlers (1-3).	* !	Read about intellectual development in one to three year olds.	The Developing Child, Chapt. 11, pp. 271-294
		Complete study guide.	Student Activity Guide, Chapt. 11, pp. 95-97
	? 0	Observe and discuss the mental growth and developmental stages and care of toddlers.	
	%? &0	Review a filmstrip on emotional and mental growth of toddlers. Discuss. Do classroom activities.	See Resource list.

TOPIC: Pre-schooler Growth and Development

Competency: IV.C. Explain the stages of pre-schooler growth and development

Sub-competency		Suggested Learning Experiences	Resources
IV.C.1. Identify the physical growth and developmental stages of pre-schoolers (3-6).	* !	Read about physical development from four years to six years.	The Developing Child, Chapt. 12, pp. 297-319
		Complete study guide.	Student Guide, Chapt. 12, pp. 105-106
		Observe and discuss the physical growth and developmental stages and care of pre-schoolers (3-6).	
	% ? & 0	Show a filmstrip/video on physical care and development of pre-schoolers. Discuss. Do classroom activities.	See Resource list.
IV.C.2. Identify the emotional and social growth and developmental stages of pre-schoolers (3-6).	* !	Read about emotional and social development from four to six.	The Developing Child, Chapt. 13, pp. 321-339
		Complete study guide.	Student Guide, Chapt. 13, pp. 113-114
		Observe and discuss the emotional and social development from four to six.	
	%? &0	Show a filmstrip/video on emotional and mental growth of pre-schoolers. Discuss. Do classroom activities.	

TOPIC: Pre-schooler Growth and Development

Competency: IV.C. Explain the stages of pre-schooler growth and development

Sub-competency		Suggested Learning Experiences	Resources
IV.C.3. Identify the mental growth and developmental stages of pre-schoolers (3-6).	* !	Read about intellectual development from four to six.	The Developing Child, Chapt. 14, pp. 341-356
		Complete study guide.	Student Guide, Chapt. 14, pp. 119-123
	? 0	Observe and discuss the mental growth and developmental stages and care of pre-schoolers (3-6).	Oklahoma Guide, Home Economics, II
	%? &0	Review a filmstrip/video on emotional and mental growth of pre-schoolers. Discuss. Do classroom activities.	See Resource list.

UNIT: IV. Development Levels

TOPIC: Pre-schooler Growth and Development

Competency: IV.D. Apply skills learned to a pre-school situation

Sub-competency		Suggested Learning Experiences	Resources
IV.D.1. List student responsibilities to carry out a pre-school/ playschool	? * !	List the responsibilities of students while conducting a pre-school: plan activities, implement activities, observe, prepare food, evaluate.	Oklahoma Guide, Home Ec. II, Unit I, HEII-9E-15E
IV.D.2. Through observation summarize the progress of children in the pre-school/playschool	? ! 0	Explain guidelines for observing pre-school age children. Observe pre-school age children in a pre-school setting. Write observations.	Oklahoma Guide Info Sheet and Assignment Sheet #1, p. HEII-17E
IV.D.3. Coordinate activities that stimulate children's physical, intellectual, social and emotional growth.	* ! & ? # 0 &	Make lesson plans for the following areas: Math Science Music Art Language development Sensory motor Physical activity Food and nutrition Carry out responsibilities of teaching in the classroom pre-school/playschool situation.	See Resources.

TOPIC: Options for Pregnant Teens

Competency: V.A. Explore options for pregnant teens

Sub-competency	Suggested Learning Experiences		Resources
V.A.1. Analyze adoption as an option.	*	Read about adoption.	The Developing Child, Chapt. 16, pp. 401-403
	!	Complete student guide sheet.	Student Guide, p. 149
	O ?	Survey your class regarding attitudes toward adoption.	Ohio Guide, HD, p. 329
	&	Research local, public and private adoption services. Discuss legalities.	
V.A.2. Analyze teenage marriage as an option.	O & ?	Discuss mate selection. Discuss teenage marriage statistics.	Ohio Guide, HD, pp. 277-279 and 285-289
	!	Fill out "Readiness for Commitment" male/female roles questionnaire.	Ohio Guide, HD, P. 283

TOPIC: Options for Pregnant Teens

Competency: V.A. Explore options for pregnant teens

Sub-competency		Suggested Learning Experiences	Resources
V.A.3. Analyze teenage single parenting as an option.	* ? ! 0 &	Read about single parenting.	The Developing Child, Chapt. 16, pp. 399-401
		Complete and discuss case study, student guide sheet, p. 151.	Student Activity Guide, p. 151
		Invite a panel discussion. Discuss all options.	Guest speakers
V.A.4. Analyze abortion as an option.	?	Discuss abortion as an option.	
		Invite a guest speaker to present information about abortion as an option.	doctor, social worker, psychologist

TOPIC: Stress

Competency: V.B. Identify the signs and causes of stress

Sub-competency		Suggested Learning Experiences	Resources
V.B.1. Describe how to deal with childhood stress.	*	Read about stress and unhappiness in pre-school children.	Child Dev: Parenting and Teaching, pp. 282-289
	? & 0	Identify causes of childhood stress. Give examples of ways parents can help children deal with events that cause stress.	Iowa Guide, p. 248
		Complete worksheet on Strengthening Happiness (Two to Seven Years).	Child Dev: Parenting and Teaching, Activity Guide, pp. 73-75
V.B.2. Describe how to deal with parental stress.	? & 0	Identify causes of parental stress. Give examples of ways parents can deal with parental stress.	
		Invite a counselor in to discuss parental stress.	Guest speaker
	? !	Complete "Loss of Income" worksheet.	Oklahoma Guide Life 97-E, Assignment sheet #1 current magazines

TOPIC: Effects of Divorce on Individuals

Competency: V.C. Evaluate the various effects divorce may have on individuals

Sub-competency		Suggested Learning Experiences	Resources
V.C.1. Describe the factors believed to be causes for the rising number of divorces.	?	Discuss factors that may cause increased divorce rates.	Arkansas Guide, Life 37-E - 43-E Changing Marital Status Information Sheet
	0		
	&	Role play situations that may be causing increased rates.	
		Experiment with problem solving.	
V.C.2. Examine the personal adjustments that must be made following a divorce.	?	Invite a speaker to discuss personal adjustments.	Guest speaker (counselor, psychologist)
	0	Discuss step-family myths, concerns and conflict.	Ohio Guide, HD, p. 419

TOPIC: Effects of Divorce on Individuals

Competency: V.C. Evaluate the various effects divorce may have on individuals

Sub-competency		Suggested Learning Experiences	Resources
V.C.3. Analyze positive means of dealing with divorce.	*	Read about divorce.	The Developing Child, Chapt. 16, pp. 393-396
	!	Complete student guide sheet, You Be the Judge.	Student Guide, pp. 153-154
		Locate a coping resource in your community.	Arkansas Guide, Life 45-E, Assignment Sheet #1
		Review main points to discuss with children about divorce.	Child Dev: Parenting and Teaching, p. 289

TOPIC: Parenting in a Single Parent Family

Competency: V.D. Summarize factors that affect parenting in a single parent family

Sub-competency		Suggested Learning Experiences	Resources
V.D.1. Compare the problems of single parenting.	* ! & ? 0	Review single parenting.	The Developing Child, pp. 399-401
	&	Respond to questions 7, 8 on p. 401. Discuss.	
	0	Invite a single parent in to discuss the problems of single parenting.	Guest speaker
	& 0 ?	In groups, explore alternative ways of meeting challenges in the following situations. What are consequences to self, family and society? Share.	Ohio Guide, HD, p. 436
V.D.2. Describe the rewards of single parenting.	? 0	Invite a single parent to discuss the rewards of single parenting.	Guest speaker
		Interview single parents to determine rewards. Discuss.	

TOPIC: Child Abuse

Competency: V.E. Identify factors that are associated with child abuse

Sub-competency		Suggested Learning Experiences	Resources
V.E.1. Recognize physical child abuse.	! * ? 0	Read about child abuse. Respond to questions 3-6. Discuss.	The Developing Child, Chapt. 16, pp. 404-406
		Identify physical child abuse.	Ohio Guide, HD, p. 423 and 428
	!	List signs of abuse and neglect.	
	?	Read "Bobby is Dead." Respond to discussion questions.	Ohio Guide, HD 4.47, pp. 425-427
	? 0		
V.E.2. Recognize verbal/emotional child abuse		Identify verbal/emotional abuse and neglect.	Ohio Guide, HD, p. 423

TOPIC: Child Abuse

Competency: V.E. Identify factors that are associated with child abuse

Sub-competency		Suggested Learning Experiences	Resources
V.E.3. Recognize sexual child abuse.	? 0 !	Identify sexual child abuse. List signs of sexual abuse. Complete study sheet on danger signs.	Ohio Guide, HD, p. 423 and 428.
V.E.4. Explain laws and procedures to follow in abuse cases.	* ? 0 & 	Study a copy of the law against child abuse. Discuss whether the law should be more or less lenient. Invite a social worker/counselor to discuss the types of child abuse and the law.	Copy of the law against child abuse. Guest speaker

TOPIC: Parenting Special Needs Children

Competency: V.F. Analyze the challenges involved in parenting special needs children.

Sub-competency		Suggested Learning Experiences	Resources
V.F.1. Describe attitudes toward special needs children.	* ! 0	Read about special problems of families with handicapped children.	The Developing Child, pp. 406-412
	? &	Respond to questions 7-10, p. 412. Discuss.	Questions 7-10, p. 412
	?	Read case studies and determine values, goals related to care alternatives and consequences of choices and determine what is best to do.	Ohio Guide, HD, p. 394
	0	Using information sheet, discuss types and characteristics of special needs children.	Oklahoma Guide, CCII-7-D - CCII-11-D
V.F.2. Identify resources for families with special needs children.	? 0 &	Identify community agencies and the service which each provides to parents/children with special needs (mental health center, speech, hearing center, March of Dimes).	Ohio Guide, HD, p. 394
		Invite representatives to speak to class. Discuss.	Guest speakers

TOPIC: Parenting Special Needs Children

Competency: V.F. Analyze the challenges involved in parenting special needs children

Sub-competency	Suggested Learning Experiences	Resources
V.F.3. Analyze feelings about special needs children.	! * Complete study sheet, "Mainstreaming the Handicapped." Discuss.	The Developing Child Teacher's Resource Guide, p. 123
	? & 0 Read case study (Sarah) and individually write a paragraph giving your response.	Ohio Guide, HD, p. 394
	? 0 & In two groups resolve these two questions: -What should be the responsibilities of parents of children with special needs? -What should be the responsibilities of others to children with special needs and their parents?	
V.F.4. Empathize with special needs conditions.	0 & ? ! Role play special needs students for a day. Simulate various conditions. Discuss the problems encountered. Compile a list of suggestions for improving the quality of life for the handicapped.	The Developing Child, pp. 406-412
	0 ! Interview a child care worker about referring and testing special needs children.	Oklahoma Guide, Assignment Sheet #1, CCII-13-D
	Make a list of organizations that can provide assistance to special needs children.	Oklahoma Guide, Assignment Sheet #2, CCII-15-D and CCII-16-D

TOPIC: Dual Career Family

Competency: VI.A. Explain the unique situations in a dual career family

Sub-competency	Suggested Learning Experiences	Resources
VI.A.1. Identify characteristics in a dual career family.	& 0 ? As a class, define "dual career family."	Contemporary Parenting Choices, Iowa State Univ., College of Home Economics, Ames Iowa 50011
	? In groups, make a poster illustrating the unique decisions to be made when parenting in a dual career family.	
VI.A.2. Compare dual career family.	& ? In groups compare and contrast the different dual career families.	
	? 0 Interview members of dual career families. Share their response with the class.	

TOPIC: Child Care Services

Competency: VI.B. Identify procedures necessary to select child care services

Sub-competency		Suggested Learning Experiences	Resources
VI.B.1. State reasons why the need for child care centers has increased.	*	Read about child care centers.	The Developing Child, pp. 231-236
	? 0 &	Discuss reasons for the increased need for child care centers: -More mothers emmployed outside the home. -Limited play space. -More importance of socialability -Mobility of young families (resulting in isolation from relatives and friends) -More single father families	Arkansas Guide Life 137-D (appendix)
	! & ? 0	In small groups, make a poster depicting the problem of what to do regarding the need of the child. Share posters.	Ohio Guide, HD, p. 439
VI.B.2. Compare advantages and disadvantages of a quality child care center.	? 0 &	Discuss the advantages of quality child care services.	Arkansas Guide Life 137-140D (appendix)
	? 0 & !	As a class, develop two short sets of questions: one for working parents and one for their children.	Ohio Guide, HD, p. 440
	*? 0&	Read case studies and discuss questions that follow each one.	Ohio Guide, HD, pp. 440-441
	0 ! ?	Interview a parent who has a least one child in a child care situation. Complete child care decisions interview sheet.	The Developing Child, Teacher's Resource Guide, HO-24, pp. 85-86

TOPIC: Child Care Services

Competency: VI.B. Identify procedures necessary to select child care services

Sub-competency	Suggested Learning Experiences		Resources
VI.B.3. List city and state standards for licensing child care centers.	& ? 0	Invite a local licensing agent to discuss the purposes for and procedures involved in licensing.	Local agent
		Discuss the current state/city licensing requirements.	State/city licensing requirements
	!	Complete assignment sheet "Use Licensing Regulations to Evaluate Potential Site for Child Care Center."	Oklahoma Guide, Assignment Sheet #1, CC11-47-B - CC11-48-B
VI.B.4. Compare the types of child care services available.	& ? 0	Discuss forms of child care services: nursery school, in-home care, day care center, day care home.	Arkansas Guide Life 145-D and 147-D
	0	Visit and interview child care services in the area.	
	!	Complete assignment sheet. Select the Proper Child Care Center.	Oklahoma Guide, Assignment Sheet #3, CC11-15-B and CC11-16-B

TOPIC: Child Care Services

Competency: VI.B. Identify procedures necessary to select child care services

Sub-competency	Suggested Learning Experiences	Resources
VI.B.5. Set up criteria and evaluate a child care center.	& ? 0 ! Divide into small groups. Choose a recorder and leader. Simulate the process a parent would go through in selecting, interviewing, checking and deciding upon a child care facility.	Arkansas Guide Life 133-D
	& ? ! * Evaluate a child care center using the evaluation form.	Arkansas Guide Life 141-D
	& ? 0 * In small groups, read the situation and answer questions. Share results with the class.	Ohio Guide, HD, p. 441

TOPIC: Family Lifecycle

Competency: VII.A. Identify the family lifecycle

Sub-competency		Suggested Learning Experiences	Resources
VII.A.1. Cite beginning family and concerns.	? 0 & ! ?	As a class define "beginning family" Brainstorm community services and other groups or individuals that provide assistance to families in each stage. Invite a guest speaker to speak on the concerns of the beginning family. In groups, students interview parents at different stages of the lifecycle. Share responses with the class.	Ohio Guide, HD, pp. 211-215 Missouri Guide, Unit 3, pp. 85-135
VII.A.2. Identify factors involved in the "child bearing family."	? 0 & ?	As a class define "child bearing family." Brainstorm community services and other groups or individuals that provide assistance to families in each stage. Invite a guest speaker to speak on the concerns of the beginning family.	Ohio Guide, HD, p. 219

TOPIC: Family Lifecycle

Competency: VII.A. Identify the family lifecycle

Sub-competency		Suggested Learning Experiences	Resources
VII.A.3. Identify the concerns of the family with school children.	? 0 & !	As a class define "family with school children." List community services and other groups or individuals that provide assistance to families in this stage. Invite a guest speaker to speak on the concerns of the beginning family.	Ohio Guide, HD, pp. 211-215
VII.A.4. Identify factors involved in the "empty next syndrome."	? 0 ! ?	As a class define "empty nest syndrome." Identify community services and other groups or individuals that provide assistance to families in this stage. Invite a guest speaker to speak on the concerns of the beginning family.	Ohio Guide, HD, pp. 211-215

TOPIC: Family Lifecycle

Competency: VII.A. Identify the family lifecycle

Sub-competency		Suggested Learning Experiences	Resources
VII.A.5. Explain the concerns of the family launching careers.	? 0 & !	As a class define "family launching careers."	Ohio Guide, HD, pp. 211-215
	?	Identify community services and other groups or individuals that provide assistance to families in this stage. Invite a guest speaker to speak on the concerns of family launching careers.	
VII.A.6. Explain the concerns of the aging family.	? 0 & !	As a class define "the aging family."	
		Research community services and other groups or individuals that provide assistance to the aging family. Invite a guest speaker to speak on the concerns of the aging family.	Ohio Guide, HD, pp. 211-215
	?	Match characteristics with each of Duvall's eight stages of the family lifecycle.	Oklahoma Guide, Life 9-D, Assignment Sheet #1

TOPIC: The Elderly in Our Society

Competency: VII.B. Identify problems faced by the elderly in our society

Sub-competency		Suggested Learning Experiences	Resources
VII.B.1. Cite the effect of poor or inadequate living conditions.	# * ! & ? $ 0	Using available resources, determine the average income of persons over 65 in U.S. Further investigate the financial situation of older people in the country by determining what percent receive social security, welfare, food stamps or live below poverty level. Share findings. Discuss how this affects inadequate living conditions.	Ohio Guide, HD, p. 219
	?	Devise strategies individuals can take to insure financial security during later years.	
VII.B.2. Assess the impact of loneliness on the elderly adult.	0 & ?	Invite a social worker to discuss the impact of loneliness on the elderly. Survey resources available to older persons in the community. FHA idea: Adopt a grandparent	Ohio Guide, HD, p. 219

TOPIC: The Elderly in Our Society

Competency: VII.B. Identify problems faced by the elderly in our society

Sub-competency		Suggested Learning Experiences	Resources
VII.B.3. Discuss the isolation of the elderly adult.	? 0 &	View films or videotapes which depict elderly persons. Analyze needs and concerns.	Movie w/Lucille Ball who played "the bag lady."
	? !	Write a short story attempting to describe your life at age 70.	Ohio Guide, HD, p. 217
		Invite social worker in to discuss isolation of the elderly.	
		Visit a nursing home.	
VII.B.4. Recognize physical limitations of the elderly adult.	& ? 0	To simulate old age, work in small groups to assume impairments common to some older persons.	Ohio Guide, HD, pp. 217-218
		Visit a local nursing home.	

TOPIC: Death in the Family

Competency: VII.C. Recognize the short and long term effects of death in the family

Sub-competency		Suggested Learning Experiences	Resources
VII.C.1. Discuss the stages of death and dying.	* ? 0	Read Stages of Adjustments to Death and Dying. Discuss ways that terminally ill patients exhibit the following responses: denial and isolation; anger; bargaining; depression; acceptance.	Ohio Guide, HD p. 239
	? 0 & * !	In groups role play a patient in stages of adjustments. In groups do additional reading on the above responses. Share with the class.	Ohio Guide, HD, p. 233
		Invite a representative of hospice to speak to class. Discuss.	
VII.C.2. Explain the legal aspects of death.	? & 0	Discuss the legal aspects of death. Invite funeral director to speak to class. Discuss.	Arkansas Guide Life 7-E

UNIT: VII. The Family Lifespan PARENTING AND CHILD DEVELOPMENT

TOPIC: Death in the Family

Competency: VII.C. Recognize the short and long term effects of death in the family

Sub-competency		Suggested Learning Experiences	Resources
VII.C.3. Locate coping resources available.	O ? & !	Brainstorm and list reactions to the news of a death: shock, disbelief, emotional release, depression, loneliness.	Ohio Guide, HD, p. 235
	!	Write responses to situations on p. 235	
		Compile a list of agencies or resources available for helping a family cope with death.	Arkansas Guide Life 1-E
		Invite counselor or psychologist to discuss coping resources.	

UNIT: VIII. Related Careers PARENTING AND CHILD DEVELOPMENT

TOPIC: Careers that Use Parenting Skills

Competency: VIII.A. Investigate careers that use parenting skills

Sub-competency		Suggested Learning Experiences	Resources
VIII.A.1. Name careers that use parenting skills and knowledge.	*	Read about careers in child care services. Discuss.	The Developing Child, Chapt. 18, pp. 443-473
	?	Explore careers relating to parenting and child development.	Text, pp. 456-457
		Complete study guide.	Student Activity Guide, pp. 163-165
		Review Career Ladders. Fill in own ladder.	Missouri Guide, Assignment Sheet #1, pp. 181-184
VIII.A.2. Identify personal qualities which contribute to job satisfaction and success in working with children and aging persons.	? 0 !	Discuss personal qualities that contribute to job satisfaction and success. List these qualities.	Missouri Guide, p. 180, Family Relationships and Parenting Education
	0 ?	Interview people in child care or those working with the aging. Share responses with class.	Idaho Independent Living Guide, Supplement 9.1, p. C-23
		Make a bulletin board: Who Would You Hire?	

TOPIC: Careers that Use Parenting Skills

Competency: VIII.A. Investigate careers that use parenting skills

Sub-competency	Suggested Learning Experiences	Resources
VIII.A.3. List personal satisfactions which may be realized through working with children and/or aging.	? Visit or work in career situation. 0 Discuss and list personal satisfactions that can be obtained. !	
	* Read information about various careers and react personally to the information. Why you would or would not like the job.	Home Economics Basic Skills Guide, p. 168
VIII.A.4. Research information about a career which uses parenting skills and knowledge.	* Investigate a career using parenting skills and knowledge. ? Write a one-page report about the career. ! Present report during class discussion. 0 &	

TOPIC: Transferable Skills

Competency: VIII.B. Determine transferable skills

Sub-competency		Suggested Learning Experiences	Resources
VIII.B.1. Organize management of home and family life.	? & 0	Discuss how child development and parenting skills relate to management of home and family life.	
	! 0	List and discuss specific management skills of home and family life.	
VIII.B.2. Explore job opportunities for work with children and elderly.	* ?	Investigate career opportunities available locally. Use worksheet.	Home Economics Basic Skills, p. 185
	!	Apply for a job as a potential career activity.	
		Invite representative from local job service to speak to class. Discuss.	Guest speaker Occupational Outlook Handbook

PARENTING AND CHILD DEVELOPMENT RESOURCE LIST

Text Recommendation:

The Developing Child, 3rd edition; Holly E. Brisbane, Glenco Publishing Co., 1985
ISBN 0-02-663280-2 (student text)
ISBN 0-02-663260-8 (student guide)
ISBN 0-02-663240-3 (teacher's guide)

Supplementary Texts:

Child Development: Parenting and Teaching; V. Thomas Mawhinney and Corlice J. Petersen, South-Western Publishing Co., 1986
ISBN 0-538-32200-4 (student text)
ISBN 0-538-32202-1 (teacher's manual and key)
ISBN 0-538-32201-2 (activity guide)

Family Relationships and Parenting Education; Missouri Curriculum Guide, University of Missouri, Columbia, July 1981

Adult Roles and Functions, West Virginia Competency Based Curriculum, Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, West Virginia 25271, 1979

OTHER RESOURCES:

Contemporary Parenting Choices, Iowa State University, College of Home Economics, Amex, Iowa 50011

Education for Parenthood: A Curriculum Guide for Secondary Students; New Mexico Department of Vocational Education, 1981

Home Economics Basic Skills Guide, Glencoe Pub. Co., 17337 Ventura Blvd., Encino CA 91316 (ISBN 0-02-640050-2)

Independent Living, Idaho State Vocational Consumer/Homemaking Curriculum Guide

Living in Families Effectively (LIFE), University of Arkansas, Fayetteville, July 1982

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Statistics

Oklahoma Guide, Home Economics II, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074, 1978

Parenting: Living in Families Effectively (LIFE); Mid-America Vocational Curriculum Consortium, Inc., Stillwater, Oklahoma, 1983

What To Do Regarding Nurturing Human Development; Ohio Department of Education, Division of Vocational Education, Columbus, Ohio, 1983

FILMSTRIPS/VIDEOS:

Filmstrips on child development, parenting and child care from Glencoe Publishing Company, 809 W. Detweiller Drive, Peoria IL 61615

Filmstrips and videos on parent education and children with special needs from Guidance Associates, Communications Park, Box 3000, Mount Kisco, New York 10549-0900

Lifeskills Series: "Infant Care and Understanding" and "Child Care: Ages 1-3 and 4-6"; filmstrips and skill extenders, SVE, A Business Corporation, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, 1978

PRESCHOOL RESOURCES:

Benson, Ann; Child Care: Volume 1, Oklahoma State Board of Vocational and Technical Education, 1981.

Benson, Ann; Home Economics II Basic Core, Oklahoma State Board of Vocational and Technical Education, 1980.

Bentzen, Warren R; Seeing Young Children: A Guide to Observing and Recording Behavior Problems, Delmar Publishers, Inc, 2 Computer Dr. West, Box 15-015, Albany, New York 12212-9985, 1985; ISBN 0-8273-2329-8.

Charelsworth, Rosalind; Deanna J. Radeloff; Experiences in Math for Young Children; Delmar Publishers, Inc., 1978; ISBN 0-8273-1660-7.

Comer, Diana E.; Developing Safety Skills with the Young Child: A Commonsense, Non-threatening Approach; Delmar Publishers, Inc., 1987; ISBN 0-8273-2668-8.

Compton, Avon Allen; Favorite Animal Flannel-board Stories (Poems and Fingerplays, Too); Avonne's Story Shoppe, 1465 East 330 South, Provo, Utah 84601, 1982.

Esssa, Eva; A Practical Guide to Solving Preschool Behavior Problems, Delmar Publishers, Inc., 1983; ISBN 0-8273-2082-5.

Machado, Jeanne M; Early Childhood Experiences in Language Arts, Third Edition; Delmar Publishers, Inc., 1985; ISBN 0-8273-2253-4.

Marotz, Lynn; Jeanettia Russ and Marie Cross; Health, Safety and Nutrition for the Young Child; Delmar Publishers, Inc., 1985; ISBN 0-8273-2052-3.

Mayesky, Mary; Donald Neuman and Raymond Wlodkowski; Creative Activities for Young Children, Third Edition; Delmar Publishers, Inc., 1985; ISBN 0-8273-2252-6.

Pugmire, M. C. Weller; Experiences in Music for Young Children; Delmar Publishers, Inc., 1977; ISBN 0-8273-05672.

Vocational Consumer-Homemaking Education Suggested Curriculum, The Occupation of Homemaking, Children and Parenting, Home Economics Education, 650 N. State St., Boise ID 83720.

Wylie, Joanne; A Creative Guide for Preschool Teachers: Goals, Activities, and Suggested Materials for an Organized Program; Western Publishing Co., Inc., 1971; Library of Congress Catalog Number 65-28108.